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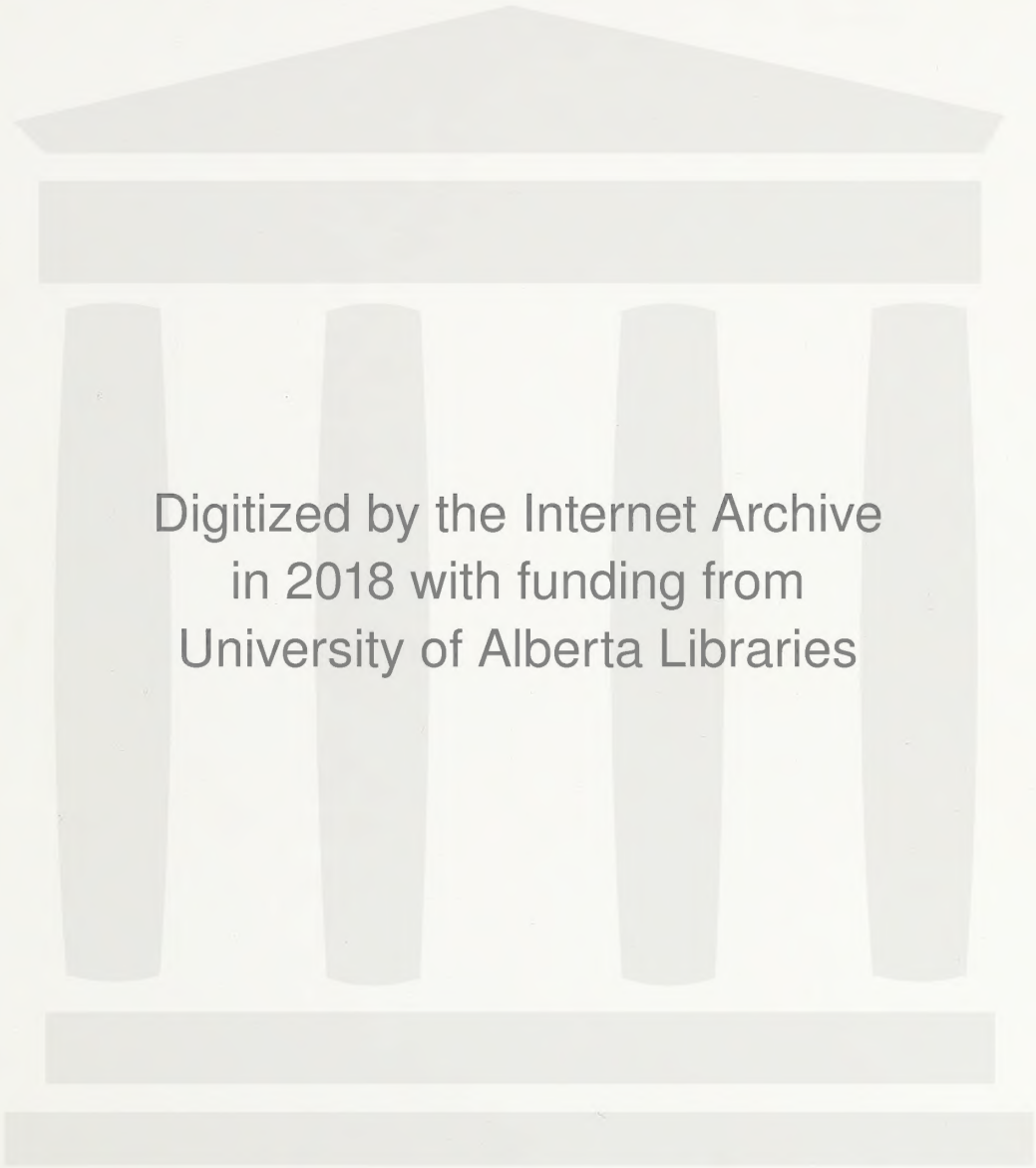
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THE MEANING OF THE LITERATURE APPRECIATION MARK ON THE DIVISION II REPORT CARD OF THE EDMONTON PUBLIC SCHOOL SYSTEM

by

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A THESIS

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ABSTRACT

This study was designed to determine the meaning of the literature appreciation mark on the Division II report card for the Edmonton Public School System. Assuming that the mark was an indication of pupil-progress in a part of the school curriculum, the bases selected for consideration in this study were: (1) the teachers' purposes in teaching for literature appreciation, (2) the teachers' methods of teaching for literature appreciation, and (3) the teachers' means of determining pupil-progress in literature appreciation.

To obtain the data for the study, an outline for a structured interview was prepared and fifty Division II teachers of the Edmonton System surveyed. During the interviews which lasted an average of thirty minutes, the teachers discussed their particular bases for the literature appreciation mark or their reasons for not giving this mark.

It is evident from the data that the purposes given by the teachers for teaching literature indicated that they agreed that two broad objectives for teaching literature were personal and social development of the pupils and the enjoyment of literature. There was however, within these broad objectives little agreement among the teachers to which aspects of pupil development literature in Division II might contribute and which literary forms the pupils might be taught to enjoy.

Free reading was the only activity believed by all the teachers to contribute to the development of literature appreciation. Although the teachers acknowledged that many activities of the reading program assisted

this development, there was little agreement regarding which activities might be most productive of this result. The activities suggested by studies in the related literature included careful preparation of the class for the reading of a selection, oral reading of selections by the teacher, discussion of selections by the pupils, vocabulary development and activities, criticism and comparison of selections, and the examination of figurative language and symbolic representation.

It was apparent that the mark on the report card for literature appreciation could have meaning for only the teacher issuing the mark.

It was further apparent that Division II teachers require assistance in organizing and teaching literature. This assistance may include handbooks, curriculum guides, book lists, and some reasonably uniform bases for evaluation of pupil progress.

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CHAPTER I.

THE PROBLEM, RESEARCH PROCEDURE AND DEFINITION OF TERMS USED

I. THE PROBLEM

The Need for the Study. The report card for Division II of the Edmonton Public School System has a space for a mark that is labelled "Literature Appreciation". This mark follows those for "Oral Reading" and "Silent Reading". While directions for the teaching of oral and silent reading and the evaluation of pupil progress are provided by the Department of Education[1] and the Edmonton Public School Board,[2] there are few references to literature and none on the evaluation of pupil progress in literature appreciation.[3]

In the absence of directives regarding the literature appreciation mark, teachers have determined their own policy. This investigator, discussing with other teachers their bases for this mark, discovered that there was a great variety of practices in use.

1. Some teachers gave a mark for literature appreciation, while some teachers did not.

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[1] Cf. post, p. 15 for the teacher-guide books to the authorized reading texts.

[2] In Division II such tests as the Unit Scales of Attainment, California Reading Test, Grade VI Vocabulary Test are provided and times for administration prescribed.

[3] A Reading Handbook (Interim Edition) is presently being distributed by the Department of Education. This bulletin provides an outline of a literature program for Division II.

2. Some teachers gave a mark each time the report was issued, while some teachers gave a mark on every other issuance or the last issuance only.

3. Some teachers based the mark on objective criteria such as the number of books a pupil read or tests on the content of his reading; while some teachers based the mark on subjective criteria such as a pupil's participation in and reaction to literary activities.

It was believed that a study of present literature marking practices of the teachers of Division II and their bases for these marks would provide answers to five problems. First, a study would determine if in fact there is a variety of marking practices and the extent of the variations.

Second, such a study would help to provide curriculum committees and report card committees with a basis for decisions on the literature program and the evaluation of pupil development in literature appreciation.

Third, the study might indicate to those concerned with the preparation of teachers the effectiveness of the current teacher training program.

Fourth, the teachers themselves would be interested in such a study. It might help provide them with a basis for self-evaluation in the teaching and marking of literature appreciation.

Fifth, The Royal Commission on Education in Alberta 1959 noted that there was a "need for elementary school children to have experiences of a 'literary type'."[4] Further, the Commission made "Recommendation 40"

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[4]Report of the Royal Commission in Alberta, 1959 (Edmonton: Queen's Printer, L. S. Wall, 1959), p. 97.

which stated that a literature program be provided for the elementary school.[5] A study of present practices in the teaching of literature would be of value to those implementing this recommendation of the Commission.

Statement of the problem. This study was designed to determine the bases of the literature appreciation mark on the report card for Division II of the Edmonton Public School System. Assuming that the pupil-achievement mark on the report card was an indication of pupil progress in a part of the school curriculum, the following bases were selected for consideration in this study:

1. The teacher's purpose in teaching for literature appreciation.
2. The materials and methods used by the teacher in teaching for literature appreciation.
3. The teacher's methods for evaluating pupil-progress in literature appreciation.

Because there are teachers who are not giving a mark for literature appreciation, the investigation attempted to compare their reasons for their practice with those of the teachers who do give this mark.

II. RESEARCH PROCEDURE

The structured interview was selected as the most suitable means of securing from the teachers the information relative to their bases for the literature appreciation mark because of the wide range of information required, the depth of information required on some aspects of the topic,

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[5] Ibid., p. 99.

and the opportunity which the interview provided to clarify responses.[6]

The interviews were designed to permit the teacher to introduce his own concepts and practices on the teaching of literature. Once a teacher had introduced a topic, the investigator asked for further details. For example, after a teacher had indicated that he taught literature the question was asked, "How do you teach for literature appreciation?" When the teacher had completed his list of methods the investigator asked for further clarification of each means. If the memorizing of poetry was mentioned then the teacher was asked how the poetry to be memorized was selected, the sources of the selections, the means of introducing a selection for memory work, any techniques a teacher used to assist the memorizing of a selection, the portion of the assignment that was completed at school and at home, and the amount of poetry the teacher expected his class to memorize during the school year.

The design of the interview contained three factors to minimize the influence of prestige on the teachers' responses. First, the open-end question required the teacher to introduce his own ideas and practices. Second, the investigator introduced the discussion of methods of teaching literature before the consideration of objectives. It was believed that the consideration of objectives might influence the practices a teacher reported. Third, the investigator began each interview by reading a prepared introduction to clearly establish the reason for the study and assure

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[6]C. V. Good and D. E. Scates, Methods of Research (New York: Appleton - Century - Crafts, Incorporated, 1954), p. 637.

the teacher of his anonymity. Further, the investigator was careful not to express or imply any criticism of the teachers' responses.

Following the completion of the first draught of the outline a series of twelve pilot interviews were conducted. The outline included lists of possible responses to facilitate the recording of the interviews. During the pilot interviews the list of these possible responses was extended and their format changed to greater facilitate the recording. A copy of the final form of the outline is provided in Appendix A.

The selection of teachers to be interviewed was to include:

1. Teachers of grades four, five, and six.
2. Teachers with one year of teacher training to those with six or more years of teacher training.
3. Teachers with one year of teaching experience to those with twenty-five or more years of experience.
4. Teachers with one year of teaching experience in Division II to those with twenty-five or more years of experience in Division II.
5. Teachers with and without training in the teaching of literature.

Tables which summarize the distribution of the teachers relative to the above qualifications are provided in Appendixes A to F.

It was believed that a survey that included teachers with these qualifications would be representative of the Edmonton System.

Before a teacher was asked to participate in this study, the investigator obtained the permission of the principal of the school in which the teacher taught. The investigator then arranged with the teacher a time for the interview.

The noon hour was found to be the best time to conduct the interviews because at that time the teachers were not under the pressures imposed by teaching and so spoke freely and easily.

The investigator followed the interview outline closely, using the large spaces beside the possible responses for comments and suggestions which had not been anticipated. Most interviews took thirty minutes. Immediately following the interviews the investigator elaborated on the notes made during the interview.

On the completion of fifty interviews the responses to each question were tabulated and categorized.

III. DEFINITION OF TERMS USED

Division II of the Edmonton Public School System refers to grades four, five and six. They are, with grades one, two, and three (Division I), designated as the Elementary Grades as distinct from the Secondary Grades which begin with grade seven.

The report card for Division II on which appears the mark for literature appreciation is issued four times during the school year, at the end of October, January, April, and June. Except for the June report, the marks for pupil-achievement are given using the letters H, A, B, C, and D. In the June or final report the gradings for reading, language, spelling, arithmetic, science and enterprise are given in percentages and are averaged; this average is very important with regard to promotion. The marks for literature appreciation, art, music, writing, and physical education are given with letter gradings and are not considered among the

criteria for promotion. Because the literature appreciation mark has no effect upon promotion, teachers have felt free to omit the mark from the report card.

The readers and reading texts referred to in this study are the texts used for the teaching of the reading skills. Three sets of reading texts are authorized by the Department of Education for use in grades four to six. These are The Canadian Parade Readers, Canadian Reading Development Series, and Highroads to Reading Series. For each set pupils' workbooks and teachers' manuals are available and recommended for use.[9]

In the Edmonton Public School System the term "free reading" refers to the reading by a pupil of books or stories of his own choice. Over the past ten years the School Board has provided increasing allowances to the schools on a per pupil basis for the purpose of enlarging the stocks of recreational reading books in the schools. Presently the Board is encouraging schools with an empty classroom to convert it to a library. These steps are all conducive to a program of free reading.

Definitions of "literature appreciation" for pupils of Division II are provided in Chapters II and III of this study. In Chapter II a definition is drawn from a survey of related literature. In Chapter III the purposes of the teachers interviewed are summarized to determine their definitions.

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[9]Bulletin 2: Program of Studies for the Elementary School (Edmonton: Department of Education, 1949), p. 116.

IV. ORGANIZATION OF THE REMAINING CHAPTERS

The remaining chapters deal respectively with the related literature, a summary of the information provided by the teachers, and conclusions and recommendations.

In Chapter II, "A Review of the Related Literature", the results of studies and observations by authorities in the teaching of literature are considered under the following headings:

1. Purposes for teaching literature
2. Methods of teaching literature
3. Methods of evaluating pupil progress in literature appreciation.

In Chapter III, "The Information Obtained from the Structured Interviews", is reported under the following headings:

1. The Teachers' Purposes for Teaching Literature
2. The Teachers' Methods of Teaching Literature
3. The Teachers' Methods of Evaluating Pupil-Progress in Literature Appreciation
4. Summary of the Findings of the Survey.

Chapter IV, "Conclusions and Recommendations" contains conclusions and recommendations drawn from a comparison of the related literature and what the teachers report that they are doing in the classroom.

CHAPTER II.

A REVIEW OF THE RELATED LITERATURE

Although the literature related to this study is very extensive, much of it presents ideas that are subjective or philosophical rather than the result of experimental study.[1] This lack of experimentation has been attributed to such reasons as the following:

1. The changing literature programme and the intangible results of the teaching of literature.[2]
2. The lack of agreement upon the objectives of the literature programme.[3]
3. The difficulty of controlling the many variables over the extended periods of time necessary for such studies.[4]
4. The appearance at some time remote from the lesson of a change in attitude or behavior due to the lessons.[5]

This lack of experimentation does not mean that this literature is without value. The writers whose statements appear in this chapter are

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[1] Dwight L. Burton, "Research in the Teaching of Literature," Review of Educational Research, XIX (April, 1949), p. 125.

[2] Robert C. Pooley, "Literature", Encyclopedia of Educational Research, Third Edition, Edited by Chester C. Harris, p. 470.

[3] Ibid.

[4] Helen Huus, "Development of Taste in Literature," Elementary English, XL (January, 1963), p. 57.

[5] Ibid.

authorities on the teaching of English. Their judgments, individually and as groups, are the results of experience and careful observation.[6]

This review deals particularly with what these authorities have written on the teaching of literature to pupils of Division II, the kind of a literature program they believe these pupils should receive, and the bases such a program provides or implies for a literature appreciation mark.

Their answers to these questions are recorded under the following headings:

1. Purposes for teaching literature.
2. Methods of teaching literature.
3. Methods of evaluating pupil progress in literature appreciation.

I. PURPOSES FOR TEACHING LITERATURE

Before we can have purposes for teaching literature we must know the functions of literature itself. Does it have a value beyond the classroom? If literature has such a function, has this function been changing with the rapid technological advances of society?

The following brief outline of functions attributed to literature by a number of critics will provide a background for the purposes of teaching literature today.

Eighteen centuries ago Longinus stated that great or sublime

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[6] Pooley, op. cit., p. 470.

literature was both pleasure-giving and useful.[7] This belief in the dual function of literature has been maintained by critics to the present day. There have been, however, attempts to define these pleasures and particularly the uses that could be made of literature.

Horace defined the function of poetry in general terms as "at once to delight and teach the reader."[8] He went on to explain that by "teach" he meant that poetry contained ideas with "high applicability to life."[9]

The emphasis upon religion during the Dark and Middle Ages that followed the fall of Rome resulted in the introduction of morality to the dual function of literature. Writing at the close of the Middle Ages and during the Renaissance the poet Sydney stated, "Poetry is full of virtue-breeding delightfulness."[10] Literature was now to teach the reader of not just life, but of the virtuous life.

Shelley, writing one hundred fifty years ago, maintained the dual function of poetry but believed that the "wisdom which is ever mingled with delight,"[11] provided the reader with principles of life. Further, because the poet was the "unacknowledged legislator of the world,"[12] poetry was an important criticism of society.

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[7]James H. Smith and E. W. Parks (ed.), The Great Critics (New York: W. W. Norton and Company, 1951), p. 65.

[8]Ibid., p. 124.

[9]Ibid.

[10]Ibid., p. 231.

[11]Ibid., p. 562.

[12]Ibid., p. 583.

The scientists of the early part of the present century challenged the wisdom of such a poet or "dreamer". Their giant technological advances were due to the exact calculations of mathematics not to intuition.

I. A. Richards used the science of psychology to answer the challenge and provide a new explanation of the functions of literature and, in particular, poetry.

Richards believed that all the experiences of an individual contributed to his total attitudes. As one such experience, poetry influenced the future responses of the individual. Richards stated:

> The poets are failing us, or we them, if after reading them we do not find ourselves changed. . .with a permanent alteration of our possibilities as responsive individuals in a good or bad adjustment to an all but overwhelming concourse of stimulations.[13]

Because man is dealing with current situations, Richards believed that current literature provides the most useful experiences. The reader should find in it the "best evidence as to how other men feel about things; how life seems to another and partly to try how his attitudes suit us...."[14]

More recently Wellek and Warren have reviewed the functions that have been attributed to literature. They include the "sweet and useful" just mentioned by Horace and they note how these functions "coalesce" in literature for the reader desiring escape or "non-acquisitive contemplation."[15] They note that the student of human behavior may read to

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[13] Smith and Parks, op. cit., p. 751.

[14] Ibid., p. 752.

[15] Rene Wellek and Austin Warren, Theory of Literature (New York: Harcourt, Brace and Company (A Harvest Book), 1956), p. 19.

discover what is typical behavior and particular behavior.[16] Readers interested in psychology may read for case studies. Other readers seek a release of their emotions through vicarious experiences in a book.[17]

Wellek and Warren conclude that these functions are a result of the nature of literature. Therefore, "the prime function of literature is fidelity to its own nature."[18]

Educationists, whose concern is the intellectual and emotional growth of children, have adopted the dual functions of delight and utility as purposes for teaching literature. To these they have added a third function--the development of a taste for good literature.[19] The remainder of this discussion of the purposes of teaching literature will be under these three headings:

1. Purposes related to enjoyment of literature.
2. Purposes related to the personal and social development of the pupils.
3. Purposes related to the development of a taste for good literature.

Purposes Related to the Enjoyment of Literature. The first authority for teaching any program in Alberta schools is the Bulletins and

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[16]Wellek and Warren, op. cit., p. 21.

[17]Ibid., p. 25.

[18]Ibid., p. 26.

[19]Department of Education, Province of Alberta, Junior High School Curriculum Guide for Literature, 1951, pp. 8 and 9.

Courses of Studies issued by the Department of Education. References in this chapter to earlier directives from the Department of Education are provided to indicate trends and emphases. The 1918 Course of Studies provided detailed outlines of the purposes, methods, and a list of selections to be used. Regarding the enjoyment of literature, the Department at that time directed that selections presented by the teacher be "suited to his (the pupil's) interests and needs, as well as give him pleasure."[20] This goal of "pleasure" may have been lost in the heavy emphasis on memory work and recitation in that course of studies.

The 1922 Course of Studies continued to provide extensive "suggestions" for the teaching of literature. However, the purposes of the literature lesson in the elementary grades were reduced from the previous outline to sending the pupil away, "having seen some new beauty in the selection and desiring to read it again."[21]

Among the suggested topics for study in the literature lessons was one for grade five: "To help the pupils enjoy the people in their stories and poems."[22] The overly zealous teacher might have neglected the enjoyment in attempting to include all the characters in the list that appeared in the same section as this objective.

The 1942 Programme of Studies reduced the whole section on literature

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[20] Course of Studies for the Public Schools, 1918, Grades I - VIII, (Edmonton: Department of Education), p. 21.

[21] English and Citizenship, Part I of the Course of Studies for the Elementary Schools of Alberta, Grades I to VIII, 1922 (Edmonton: Department of Education, 1922), p. 9.

[22] Ibid., p. 27.

to less than three pages. While discussing purposes, this Programme stated that literature was not "to be 'taught' in a series of formal 'lessons'. It is a group of enjoyable activities." The teacher was further directed to make literature a "present enjoyment."[23]

The list of suggested activities did not include the extensive memorization of poetry as in the previous Course of Studies, but instead included creative writing, dramatizations of stories, pantomines, illustrating stories or poems, puppet shows, etc.[24] The possibility of a teacher neglecting the "enjoyment" of literature in his overly zealous use of any particular activity was greatly reduced.

The current Bulletins outlining the curriculum for Division II provide few specific references to literature.[25] The teacher is, instead, directed to the manuals that accompany the authorized reading texts. These three sets of books,[26] designed to teach the skills of reading, include in their objectives references to the appreciation of literature and the development of a taste for good books. Only one manual provides outlines for literature lessons and specifically states that pleasure is an essential

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[23]Programme of Studies for the Elementary School, Grades I to VI, (Edmonton: Department of Education, 1942), p. 194.

[24]Ibid., pp. 195, 196.

[25]Bulletin 2, Program of Studies for the Elementary School (Edmonton: Department of Education, 1949), p. 116.

[26]Donalda Dickie (ed.), Teaching Reading Today, Canadian Parade Readers, (Toronto: J. M. Dent and Sons (Canada) Limited, 1948); J. Renton McIntosh (ed.), Teachers Manual, Canadian Reading Development Series (Toronto: Copp Clark Company, 1949); Stanley Watson (ed.), Teachers Guide, Highroads to Reading (Toronto: Thomas Nelson and Sons (Canada), 1950).

part of these lessons.[27]

The other manuals outline reading lessons that could be called literature lessons. These lessons, however, are never specifically called literature lessons. This should not be considered strange, because the books are designed to teach the reading skills. This specific objective of the reading program was recognized by the Cameron Commission[28] and was a reason for its recommending the addition of a literature program.[29]

The authorities on the teaching of literature state and imply in all writings the importance of the pupils enjoying literature. Examples of the way this purpose is stated follow.

The N.C.T.E., when developing a literature programme for Division II, included sections on the following:

Enjoying actions and suspense

Enjoying humour of various sorts

Enjoying the world of the senses

Enjoying phantasy and whimsy.[30]

A later report by this same group, which represents a large number of the teachers of literature, stated: "Literature is for delight, for

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[27]Dickie, op. cit., p. 38.

[28]Report of the Royal Commission in Alberta, 1959 (Edmonton: Queen's Printer, L. S. Wall, 1959), p. 98.

[29]Cf. ante, p. 2.

[30]National Council of the Teaching of English, An Experience Curriculum in English (New York: D. Appleton-Century Company, 1935), pp. 25-41.

refreshment of the spirit."[31] This statement repeats the close relationship between enjoyment and utility that was noted by Longinus.

In his textbook dealing with the teaching of literature, Wayne Hall specifies that enjoyment is necessary to the achieving of any of the purposes of the literature programme.[32] Burton states that the enjoyment of books not only contributes to every other purpose of the literature programme, but is a part of "all-round child development."[33] He further states that the child should, through the literature programme, be "led to an understanding that reading is a necessary and pleasurable function of life."[34]

The section of this chapter dealing with the methods of teaching literature provides further indications of the importance of children enjoying literature.

Purposes Related to the Personal and Social Development of the Pupils. The 1910 Programme of Studies gave evidence of the influence of this purpose when it directed teachers to select "poetry and prose inculcating reverence, love of country, love of nature, and admiration of moral courage" for memorization and recitation by the pupils.[35]

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[31]National Council of the Teachers of English, Commission on the English Curriculum, The English Language Arts (New York: Appleton Century-Crafts, Incorporated, 1952), p. 376.

[32]Wayne Hall, Growth Through the Language Arts (Toronto: J. M. Dent and Sons (Canada) Limited, 1956), p. 87.

[33]William H. Burton, Reading in Child Development (New York: The Bobbs-Merrill Company, Incorporated, 1956), p. 369.

[34]Burton, op. cit.

[35]Programme of Studies, Standards I to V, (Edmonton: Department of Education, 1910), p. 2.

Later Programmes, Courses of Studies, and Bulletins from the Department of Education modified only slightly this purpose of the literature programme. In 1918 the literature programme was "to enable the fullest self-development of which he was capable." "Desirable ideals"[37] is the only term used that stated a specific area of personal development.

By 1922 all reference to personal development had disappeared from the statement of purposes for literature program in the elementary grades. There was, however, in the list of suggested activities of the sixth grade, the memorization of "at least three patriotic and two Canadian poems."

The 1942 Programme contained no reference to any specific personal or social development. It did, however, suggest the selection of prose and poetry suitable to the "stage of development"[38] of the pupils, the inference being that such selections contributed to that particular "stage of development". The current Bulletin, as noted earlier, makes no direct reference to literature. The manuals to the authorized readers, in their purposes for the reading programme, include the "development of ideals."[39]

Meanwhile, studies of the teaching of literature were proposing with increasing insistance ways in which this subject makes essential contributions to the personal and social development of the pupils. Richards' experiential function of literature was greatly influencing educators.

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[36] Course of Studies for the Public School, Grades I to VIII, (Edmonton: Department of Education, 1918), p. 21.

[37] Ibid.

[38] Programme of Studies for the Elementary School, Grades I to VI, (Edmonton: Department of Education, 1942), p. 195.

[39] Donalda Dickie, Teaching Reading Today, Canadian Parade Readers, (Toronto: J. M. Dent and Sons, Ltd., 1948), pp. 38-39.

The N.S.S.E. in 1925 was emphasizing the importance of children deriving broadening experiences from literature in the elementary school grades.[40]

In 1935 the N.C.T.E. proposed an Experience Curriculum[41] for the school. The purpose of literature in this curriculum was summarized: "Experiences through literature are imagining the sights, sounds, social situation which the author has described, and feeling the emotions which accompany them."[42] The N.C.T.E. report of 1939 went a step further to stress the importance of relating the literary experiences to the lives of the pupils.[43]

In 1947 a Curriculum Study by the N.C.T.E. stated, as part of its platform, that the teaching of literature must counter the mechanistic tendencies of our day by giving emphasis to spiritual values, to the development of an adequate philosophy of life, to the arousing of intellectual curiosity, to the stimulation of critical thinking, and to the improvement of social sensitivity in human relations.[44] Pooley, summarizing this programme points to its exclusion of traditional purposes related to the accumulation of specific facts: "The growth of the student in values

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[40]S. A. Leonard, "The Relationship Between Reading and Literature" Twenty-Fourth Yearbook of the N.S.S.E., 1925, p. 142.

[41]National Council of the Teaching of English, An Experience Curriculum in English (New York: D. Appleton-Century Company, 1935), p. 4.

[42]Ibid., p. 17.

[43]National Council of the Teachers of English, Conducting Experiences in English (New York: D. Appleton-Century Company, 1939), p. 7.

[44]Dora V. Smith, "Progress in the N.C.T.E. Curriculum Study," The English Journal XXXVI (February, 1947), p. 67.

derived from literature is far more important than his knowledge of certain books and authors."[45]

To achieve these goals the content of the literature programme was to include contemporary prose and poetry while the literature of the past was "to be used constantly for the interpretation of experiences which youth face today."[46]

A final indication of the importance of literature in the school curriculum appeared when a later Curriculum Study had a section of its report on "The Indispensable Contribution of Literature to Civilized Living."[47]

During the time the N.C.T.E. was proposing these changes to the literature programme, individual studies were contributing complementary findings. Arbuthnot, introducing her extensive anthology of children's literature listed particular needs of children to which stories and poems could contribute.

The need for security: material, emotional and spiritual.

The need to belong--to be part of a group.

The need to love and be loved.

The need to achieve--to do or be something worthy.

The need to know--intellectual security.

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[45]Robert C. Pooley, "Literature", Encyclopedia of Educational Research, Third Edition. Edited by Chester C. Harris, p. 471.

[46]Dora V. Smith, "Progress in the N.C.T.E. Curriculum Study," The English Journal, XXXVL (February, 1947), p. 68.

[47]Commission on the English Curriculum of the N.C.T.E., The English Language Arts (New York: Appleton Century-Crafts, 1952), p. 374.

The need for change--play.

The need for aesthetic satisfaction.[48]

Wenzel believed that literature, because of the intellectual-emotional reaction it evoked from children, contributed to their social development. She analyzed the content of children's books noting ways in which characters and plot satisfied the mores of society.[49]

Brooks[50] and Dane[51] used Havighurst's developmental tasks as the basis of their literature programmes. The developmental tasks were those that contributed to the maturation of the pupils; experiences that helped them develop emotionally and socially in a manner acceptable to them and society.[52]

In their separate studies, Brooks and Dane selected books containing potential experiences that provided the developmental tasks of adolescents and middle childhood respectively. Dane's list of tasks that could be satisfied through experiences from books included:

Learning to get along with age mates

Learning an appropriate masculine or feminine social role

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[48]May Hill Arbuthnot, Children and Books (New York: Scott, Foresman and Company, 1947), p. 2.

[49]Evelyn Wenzel, "Children's Literature in Personality Development" Elementary English, XXV (January, 1948), pp. 12-31.

[50]Alice R. Brooks, "Integrating Books and Reading With Adolescent Tasks," The School Review, LVIII (April, 1950), pp. 211-219.

[51]Chase Dane, "The Role of Reading Guidance in the Total Guidance Program in the Elementary School," The Reading Teacher, XV (November, 1961), pp. 102-109.

[52]Brooks, op. cit., p. 211.

Developing concepts necessary for everyday living

Developing conscience, morality, a scale of values.[53]

Textbooks on the teaching of reading include sections and chapters outlining literature programmes. The primary purposes for three such programmes emphasize the personal and social development of the pupils. Hildreth states as a primary purpose the development in the pupils of a sense of values, and an understanding of human nature.[54] Hall's objective is "to help pupils to understand the "principle of life" so they can understand their own lives better.[55] Burton emphasizes free reading in a literature programme, the purpose being to develop "an understanding that reading is a necessary and pleasurable function in life."[56]

Teachers as well were emphasizing this function of a literature programme. An example is Smith's article, "Why Teach Poetry?" She states that poetry "is the emotional expression of the times" and that the pupil must read it to understand "the underlying meanings about the world in which he lives."[57]

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[53]Dane, op. cit., pp. 102-109, quoting from R. J. Havighurst, Human Development and Education (New York: Longmans, Green, 1953).

[54]Gertrude Hildreth, Teaching Reading. A Guide to Basic Principles and Modern Practices (New York: Henry Holt and Company, 1958), p. 17.

[55]Wayne Hall, Growth Through the Language Arts (Toronto: J. M. Dent and Sons (Canada) Limited, 1956), p. 87.

[56]William H. Burton, Reading in Child Development (New York: The Bobbs-Merrill Company, 1956), p. 369.

[57]Sally True Smith, "Why Teach Poetry", English Journal, XXXVIII (January, 1961), p. 27.

Purposes Related to the Development of a Taste for Good Literature. Those who see a value in literature are concerned that children develop a taste for good literature, that is the literature with the greatest value. Alberta's courses of studies since 1910 have stated or implied the development of a taste for good literature as a part of the curriculum for the grades of Division II.

In the 1910 Programme of Studies, the "cultivation of a taste for good literature"[58] was to be through supplementary reading. It should be mentioned, however, that supplementary reading was an optional part of the curriculum.

The 1918 Course of Studies very specifically stated this duty of the teacher: "through skillful teaching and a wise selection of materials to establish in him (the pupil) a taste for the best, and the ability to choose wisely."[59]

The 1922 Course of Studies stated the same principle of keeping before the pupils an abundance of good literature to develop their taste for good literature. By 1942 the Programme of Studies no longer stated this principle but provided a three and a half page list of books for pupil reading.

The present lack of direction from the Department of Education is noted in the preceding sections of this chapter. Smith, however, in her study shows that although neglected, the development of taste should still

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[58] Program of Studies, Standards I to V (Edmonton: Department of Education, 1910), p. 2.

[59] Course of Studies for the Public School (Edmonton: Department of Education, 1918), p. 21.

be a prime purpose of literature programmes.

She asks the question, "Why should we develop taste in literature?" Her article then proceeds to enumerate reasons that suggest that this taste is not being developed in the schools: the best books in the libraries are not being read, that only the spectacular crime-police-gangster news plus the sports, comics, and Hollywood pages are being read in the newspapers, and that students stop reading when they leave high school. She found that television had made great inroads on the leisure time of children and adults. One study reported that some children spent more hours in a year viewing television than attending school.[60]

Huus' review of studies related to the improvement of taste in literature represents a concern for this educational objective during most of this century. That studies were even attempted indicates that educationists were interested in improving the literary tastes of students.[61]

II. METHODS OF TEACHING LITERATURE

In the preceding sections the directives and suggestions of the Department of Education were discussed. Consideration of past courses of studies will be valuable in this section also. Such Departmental directives indicate trends in education, and further, because they were in force when many present teachers were attending schools and teacher training institutions they may still be influencing teaching.

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[60]Nila Banton Smith, "Development of Taste in Literature" Elementary English, XXXIX (November, 1962). pp. 702-709.

[61]Helen Huss, "Development of Taste in Literature" Elementary English, XXXIX (December, 1962), pp. 780-789.

Directives of the Department of Education

The 1918 course of studies directed Division I teachers to tell stories to the children, some of which were to be co-operatively selected by teacher and pupils. Division II pupils were to have two periods of literature per week. Favourite selections, prose or poetry, were to be memorized and recited and previously mastered material reviewed.[62] A list of appropriate selections followed.

A directive of this sort from the Department of Education, while intended to broaden the literature curriculum, could have the effect of being prescriptive to the overly zealous teacher, and might have led to excessive assignments, thus defeating the literature program's goals of enjoyment and personal development.

In 1922 literature came under the heading, English and Citizenship, Part I of the Course of Studies for the Elementary Schools of Alberta: Grades I to VIII Inclusive. Reading and literature were to receive 300 of a 1500 minute school week and literature would receive 30 to 60 minutes of that time. To offset the possible over-emphasis on memorization that was implied by the 1918 course of studies, the suggestion was made that in Grades IV to VI only ten selections per year be memorized. To give direction to the aspect of poetry studied in each grade a theme for each year's work was provided.

Grade IV - mental pictures suggested in literature....

Grade V - to help the pupils enjoy people in their stories and poems.

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[62]Course of Studies, 1918, op. cit., p. 22.

Grade VI - recognize and appreciate the incident for itself and as a part of the story.

In the 1942 course of studies the trend away from a prescriptive literature program was evident. Dramatizations, discussions, and pantomines were suggested as appropriate methods of making the literature class instructive and enjoyable whereas memory work was neither mentioned nor implied.

The course of studies of 1947 completed the departure from a prescriptive literature program. There is no reference to literature in the course of studies itself. The page on the teaching of reading directs teachers to the manuals that accompany the authorized readers.

These manuals in the introductory chapters make reference to literature appreciation. The remainder of each manual suggests how each selection in the reader can be taught. The suggestions include the teaching and discussion of the background to a selection, discussion of a selection following the reading of it by the pupils, interpretive activities such as dramatizations, choral speech and art, and poems and stories for further reading.

The word "literature" is not used in connection with these suggestions for reading lessons. The implication is that these activities are to help the pupil learn to read, that is, to learn the reading skills. Some of these activities could certainly have a place in a literature lesson and used as they are in the "reading program" do contribute to the development of literature appreciation. However, if the teacher depended wholly upon the guide book she would not likely be aware that she was teaching for

literature appreciation as well as for the development of the reading skills.

One manual does make specific suggestions for the teaching of poetry. The motivation for the study of a poem was to be provided by the discussion of the background and an explanation of unusual words or concepts. The poem was to be read orally, usually by the teacher, and never dissected. Enjoyment of the poem was essential.[63]

It is not surprising that teachers of Divisions III and IV have looked upon the lieterature programme in Division II as incidental. Rose, a Division III teacher wrote of the approach of Division III to poetry being a transition between the "incidental" learnings of Division II to the study of Division IV.[64]

The authorities on the teaching of literature to pupils of Division II have been proposing that literature teaching should not be incidental. Certainly, there is a wealth of children's literature, and these authorities suggest methods and techniques for making use of this literature.

The Oral Presentation of a Selection by the Teacher or Class. The oral reading of selections by the teacher is a method suggested by Strickland for broadening pupil reading interests.[65] Hildreth believes that this

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[63]Donalda Dickie (ed.) Teaching Reading Today, Canadian Parade Readers (Toronto: J. M. Dent and Sons (Canada) Limited, 1948), pp. 38-39.

[64]Elizabeth Rose, "Teaching Poetry in the Junior High School," English Journal, XLVI (December, 1957), p. 540.

[65]Ruth G. Strickland, The Language Arts in the Elementary School (Boston: D. C. Heath and Company, 1951), p. 400.

practice lets children enjoy books they would otherwise never experience.[66]

Arbuthnot and Hall provide suggestions for turning a simple oral reading of a poem into an enjoyable literary experience for the pupils. In fact, Arbuthnot states that it is the "moral responsibility" of adults to insure such an interpretation of a poem through careful preparation and presentation.[67]

The preparation of a class for the reading of a poem by the teacher, according to Hall and Arbuthnot, must be more than an explanation of the difficult words. The pupils must be put into a mood that will enable the setting and action of the selection to provide them with the full experience of the poem.[68]

Burton points out that poetry is meant to be enjoyed for its sound as well as content. The teacher should be the person in the classroom who can give it the best presentation.[69]

The rounding-out of this experience may require a class discussion of the poem, a general "mulling" of the ideas, and re-readings. At this time, too, pupils can compare reactions to the selection and ask questions.[70]

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[66]Gertrude Hildreth, Teaching Reading. A Guide to Basic Principles and Modern Practices (New York: Henry Holt and Company, 1958), p. 430.

[67]M. Hill Arbuthnot, Time for Poetry (New York: Scott, Foresman and Company, 1952), p. xviii.

[68]Ibid., p. xix.

[69]William H. Burton, Reading in Child Development (New York: The Bobbs-Merrill Company, Incorporated, 1956), p. 392.

[70]Wayne Hall, Growth Through the Language Arts (Toronto: J. M. Dent and Sons (Canada) Limited, 1956), p. 122; Arbuthnot, op. cit., p. xix.

O'Brien observes that the class discussion of literature selections is, when well guided, an excellent teaching method. Further, he points out it is only at the level of Division II that it can be used extensively. The later grades culminate in examinations that necessitate the teacher covering a programme that leaves little time for discussion.[71]

Choral speech is recommended by Hildreth and Hall[72] to demonstrate the enjoyment that can come from the sound of a selection. A better understanding of the poem may be gained as the pupils endeavour to give the lines the feeling they embody.

The Memorization of Poetry. Although the programmes of study for the early part of this century stressed the memorization of poetry, it is almost entirely absent from the current literature. The most extensive discussion is from Hall who believes that the pupils should memorize those selections or lines they particularly enjoy. He goes on to suggest techniques for memorization that attempt to keep the act of memorizing from becoming tedious. A method Hall suggests is the placing of the selection on the board and the progressive removal of lines as the pupils attempt their recitation.[73]

The "Literature" Lesson. The Chicago Conference on Reading of 1952 compiled a list of clues to aid the interpretation of poetry. The conference

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[71]Conference on Reading, University of Chicago, 1952, Improving Reading in all Curriculum Areas, (Chicago: University of Chicago Press, Supplementary Educational Monograph, XIV, 1952), pp. 203-208.

[72]Hildreth, op. cit., p. 431; Hall, op. cit., p. 126.

[73]Hall, op. cit., p. 126.

had concluded that to enable pupils to read actively, feeling the emotions of a selection, they must learn to look for the clues to the understanding of the selection. An example provided by the Conference was a number of clues to character: appearance, quality, subtle actions.

Further in the list of clues to the meaning of a selection were figurative language, dialect, symbolic representation, and imagery.[74] These terms are suggestive of the "traditional" lessons that were devoted to the dissection of selections. It is likely, however, that the "traditional" lessons that carefully dissected a selection were to aid the understanding of the selection. The implication here is that in teaching these clues, the lesson does not become stereotyped, eventually losing sight of its main purpose in the process of dissection.

In discussing critical reading, Petty offers suggestions that are applicable to the teaching of literature. He stresses the need to teach children to approach a selection ready to "appraise, evaluate, select, judge, and compare."[75]

Loban conducted a study that provided a firm basis for the work teachers were doing in helping pupils learn to react to and be influenced by literature. He compared the social sensitivity of adolescents with their sensitivity to experiences in literature and found little relationship. He concluded that pupils had to be taught to react to

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[74]Conference on Reading, University of Chicago, 1952, Improving Reading in All Curriculum Areas. (Chicago: University of Chicago Press, Supplementary Educational Monographs, LXXVI, 1952), pp. 194-198.

[75]Walter T. Petty, "Critical Reading in the Primary Grades," Elementary English, XXXIII (May, 1956), p. 299.

literature.[76]

Hillenbrand used a novel approach to developing an appreciation for words at the level of Division II pupils. His classes study words through puns, oral sounds of words, phrases that prompt images, sensory images, but all with the lightness suggested by puns.[77]

The literature lessons described in the current publications and texts were all to the same purpose "not facts and externals, but the effect upon the reader."[78] Whatever the activity, criticism, analysis, word study, the teacher used it to increase the depth of participation by the pupil in the selection.

The Free Reading Program. Free reading or recreational reading is treated by some writers as almost the whole literature program in the elementary grades and particularly in Division II. By Division II, pupils have reached a stage where they can read books independently. The teacher of the reading skills encourages this activity because it provides opportunity to practice and fix the skills being learned.

Supplementary reading, as free reading was called in the 1918 Alberta Course of Studies, was "through skillful teaching and a wise selection of materials to establish in him (the pupil) a taste for the best, and

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[76]Walter Loban, Literature and Social Sensitivity (Champaign, Illinois: National Council of Teachers of English, 1954), 36 pp.

[77]Robert Hillenbrand, "The Appreciation of Picturesque Language in the Intermediate Grades," Elementary English XXXVI (May, 1959), pp. 302-304.

[78]Commission on the English Curriculum of the N.C.T.E., The English Language Arts (New York: Appleton Century-Crafts, Incorporated, 1952), p. 376.

the ability to choose wisely."[79]

The Development of Taste. Huus surveyed the research on the development of literary taste.[80] Because the studies are relatively few they have been briefly summarized below.

Wittick studied the sequence of activities in the development of a taste for literature. Later she did a similar study of poetry. Her steps to a taste for good literature were:

1. The child listens.
2. The child becomes an independent reader.
3. The child desires his own books.
4. The child discovers comic books.
5. The child realizes reading can do things for him.
6. The child realizes what reading can mean in his life.[81]

The discovery of comic books certainly has a place in such a list as this. There may be some argument as to which position in a chronological list the discovery of comic books should take.

The steps leading to a taste for poetry are as well steps to more mature and intellectual pleasures:

1. The enjoyment of strong rhythm and rhyme
2. The enjoyment of limericks and free poems
3. The enjoyment of narrative poetry and ballads
4. The enjoyment of lyric poetry
5. The enjoyment of modern experimental forms.[82]

Huus divided the studies related to the improvement of taste among

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[79] Course of Studies for the Public School, Grades I to VIII, (Edmonton: Department of Education, 1918), p. 21.

[80] Helen Huus, "Development of Taste in Literature," Elementary English, XXXIX (December, 1962), pp. 780-789, and XL (January 1963), pp. 56-67.

[81] Ibid., p. 782. [82] Ibid.

four "factors":

1. the individual
2. the environment
3. the school situation
4. the literary materials

Studies relative to the individual identified four factors affecting the improvement of a pupil's taste:

1. The mental set of the learner
2. The perceiving of the goal or objective
3. The present environment of the learner
4. The physical condition of the learner.[83]

These findings are not too surprising to an experienced teacher. They do, however, indicate the necessity for motivating a lesson and including as part of the motivation a clear indication of the objectives of the lesson. This would appear to contradict the incidental teaching of literature implied by the present teacher guide books.[84]

A further study reported by Huus indicates the effect of the home upon the pupil's taste for poetry. This study found that the teacher could expect children from a home where there was an interest in literature to be more interested in poetry than children from a home where there was no interest in literature. However, the study found that the literary home did not increase a child's ability to discriminate between good and bad verse.[85]

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[83]Huus, op. cit., p. 783.

[84]Cf. ante p. 27.

[85]Huus, op. cit., p. 784.

If the close relationship between taste and enjoyment can be assumed, the findings of Nightman, Coast and Cappa are of prime importance in the development of taste. Their studies all agreed that the enthusiasm of the teacher for a selection largely determined the enjoyment a class received from a selection.[86] This places the prime responsibility on the teacher for the development of taste in literature.

Huus reports a study which found that in the past teachers were not trained to accept this responsibility. Thompson's study found that Normal School students had an inadequate background in literature.[87]

Broening's study provided evidence that literature appreciation and taste can be developed through the use of "good teaching methods and materials."[88] This study used 368 pupils equated for intelligence, age, silent reading ability, emotional and sociological level, sex, environmental factors, and literature appreciation. The experimental group were taught using the whole method, orally reading material that was of intrinsic interest to the pupils and within the range of their real or vicarious experience.

Again, the responsibility for the development of taste fell primarily upon the teacher.

In her review of the literature pertaining to the development and improvement of taste, Huus included a discussion of activities teachers reported effective for this purpose. These are not studies but rather the

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[86] Huus, op. cit., p. 785.

[87] Ibid., p. 786.

[88] Ibid., p. 58.

reading, too lengthy for inclusion here, is available in the journals and texts.

The Literary Content of the Authorized Readers. Tooze and Root criticized the literary content of the selections used for the teaching of reading. Tooze felt the content was chosen to appeal to the average pupil so that many pupils were not stimulated by the selections.[102] Root believed that the literary standards were those of adults and not of the children.[103]

The guide books to the authorized readers all state that the selection has been made to broaden children's reading interests and expose them to material of literary merit. The texts for Division II have not been changed since 1948, before many of the studies of pupil interest were made. The criticisms may thus be well justified.

Studies have been conducted that would help the editors of reading texts to overcome these deficiencies. Maddock developed several criteria of good literature for children. He states that selections should:

1. Relate to the child's experience but go beyond it too.
2. Talk across to the child, not down.
3. Have a clear-cut plot.
4. Have vivid characterization
5. Contain dialogue
6. Contain description that appeals to all the senses.[104]

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[102]Ruth Tooze, Your Children Want to Read. A Guide for Teachers and Parents (Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1957), p. 11.

[103]Shelton L. Root, Jr., "Children's Literature and Children's Literacy", "Elementary English" XXXVI (May, 1959), p. 296.

[104]Lawrence H. Maddock, "What is Good Literature for Children?" Elementary English XXXIV (May, 1957), pp. 298-300.

Burton has a similar list which includes the ideas that the book must have an attractive binding and colorful illustrations, it must help the reader to solve personal problems, and it must be convincing.[105]

Hofer was critical of the poetry selections included in the grade six reading texts. She introduced many from beyond the text and by means of an opinion poll discovered the likes and dislikes of her class. "Little Bateese" was the poem that the pupils most enjoyed and like other selections that the pupils highly rated was not from the reading text.[106]

Norvelle, concluding his report on the New York study[107] of reading interests suggested that class study be of those materials approved by the critics, teachers, and pupils. The New York study noted that two out of three selections used in the classroom were better liked by girls than boys. Norvelle concluded that teachers should be giving greater consideration to the preferences of the boys when selecting materials for study.[108]

III. METHODS OF EVALUATING PUPIL PROGRESS IN LITERATURE APPRECIATION

Evaluation of literature appreciation has received relatively little consideration, particularly below grade seven. Buros' book of Tests in

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[105] William H. Burton, Reading in Child Development (New York: The Babbs-Merrill Company, Incorporated, 1956), pp. 367-368.

[106] Louise B. Hofer, "What do Sixth Graders Really Like in Poetry?" Elementary English, XXXIII (November, 1956), pp. 433-438.

[107] Cf. ante, p. 37.

[108] George W. Norvelle, Some Results of a Twelve-Year Study of Children's Reading Interests, English Journal, XXXV (December, 1946), p. 535.

Print lists thirty-seven tests under the heading "Literature", but only three tests use the word "appreciation" in their titles. None of these tests were designated for use below grade seven.[109] An article by Thomas provided the same sort of list.[110]

Hall is one of the few writers who have dealt with the evaluation of literature appreciation at the level of Division II. He suggests the use of exercises that appear in other texts as a means of evaluating comprehension. These tests include questions on vocabulary and figures of speech.

Hall does not consider these the best indication of literature appreciation. He prefers using "the pupils' reaction to literature, both in and out of school." Indications of these reactions can be observed by the teacher in such things as a pupil's poetry scrap book, the use a pupil makes of literature in other subjects, eagerness to read poetry, reaction to literary selections, participation in discussions of stories and poems.[111]

A mark derived from such observations is subjective. This Hall admits, and recommends that the reading mark and not the literature mark be used for promotion purposes.[112] This is the antithesis of the

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[109] Oscar Krisen Buros, Tests in Print (New Jersey: The Gryphan Press, 1951), p. 479.

[110] C. S. Thomas, "Experiments and Experiences in Teaching Literature" English Journal XXIII (June, 1934) pp. 463-472.

[111] Wayne Hall, Growth Through the Language Arts (Toronto: J. M. Dent and Sons (Canada) Limited, 1956), p. 126.

[112] Hall, loc. cit.

recommendation of the Alberta Course of Studies for 1918. At that time literature was the examination subject and reading was not.

Burton felt that "one of the best means of evaluating children's interests, attitudes, and appreciations in reading was to check their free reading activities.[113] The teacher can check such things as the books a pupil selects, how many he reads, how he treats books, and what activities he enters because of his reading. Book reviews or a questionnaire to determine the pupils reading habits were an alternative or additional means of evaluation suggested by Burton.

Harris, in a study to measure comprehension of literature, tried to define literary comprehension. He used seven specific skills that he thought should lead to literary comprehension. The study found no relationship between the seven skills and literature appreciation.[114] This removed any basis for using tests of reading skills.

Burton listed from the Eight Year Study the factors indicative of "Satisfaction in the thing appreciated."[115] After the first, these factors were applicable to the appreciation of anything, but provided a guide to evaluation of literature.

1. 1) He reads aloud to others, or simply to himself, passages which he finds unusually interesting.

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[113]William H. Burton, Reading In Child Development (New York: The Babbs-Merrill Company, Incorporated, 1956), p. 497.

[114]Chester W. Harris, "Measurement of Comprehension of Literature," School Review LVI (May, 1948), pp. 280-289; LVII (June, 1948), pp. 332-343.

[115]Burton, op. cit., p. 497 quoting E. R. Smith and R. W. Tyler, Appraising and Recording Student Progress (McGraw-Hill Book Company, Incorporated, 1942).

2) He reads straight through without stopping, or with a minimum of interruptions.
3) He reads for considerable periods of time.

2. Desire for more of the thing appreciated.
3. Desire to know more about the thing appreciated.
4. Desire to express one's self creatively.
5. Identification of one's self with the thing appreciated.
6. Desire to clarify one's own thinking with regard to life problems raised by the thing appreciated.
7. Desire to evaluate the thing appreciated.[116]

These reactions coincide with the objectives of literature that are concerned with the effect of literature upon the reader. Such factors of appreciation are subjective to the degree a teacher is able to observe and record these reactions in a pupil.

None of these studies of the evaluation of literature appreciation provide an easily administered and marked test. All indicate that many factors must comprise the mark.

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[116] Burton, Loc. cit.

Walby studied the reading interests of children of differing abilities. She found that in Division Two the reading interests of the children of greater ability were similar to the reading interests of older children. Children of lesser ability had reading interests similar to those of younger children.[97]

Gray dealt with sociological factors influencing reading interests. The children brought a background to school with them. The teacher had to understand the background and environment of each pupil. Along with his age and ability, these sociological factors influenced his interests.[98]

Provision for school time has to be made if the teacher is to help the pupil satisfy his needs and interests through reading. Hildreth suggested at least one period per week be set aside for free reading.[99] Text books on reading contain many suggestions for the effective use of this period. Burton deals with such ideas for twelve pages.[100] Discussion of books, dramatization of books the pupils have read, displays, library visits, tape recordings, reading records, and many others are outlined. Hildreth includes the same sort of thing but with the emphasis on the children sharing literary experiences.[101] A wealth of suggested methods for inspiring

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[97]Conference on Reading, 1956, op. cit., p. 57.

[98]Ibid., p. 11.

[99]Gertrude Hildreth, Teaching Reading. A Guide to Basic Principles (New York: Henry Holt and Company, 1958), p. 517.

[100]William H. Burton, Reading in Child Development (New York: The Babbs-Merrill Company, Incorporated, 1956), pp. 370-383.

[101]Hildreth, op. cit., p. 430.

successful techniques of experienced teachers.

1. Begin with materials the children enjoy at their present level of development and repeat the good literature that they enjoy.
2. Let the children share literary experiences.
3. Make available books of literary merit that are well illustrated.
4. Have the pupils try re-writing a selection in a different form.
5. Have a reading ladder to "lift their literary sights."
6. Up grade magazine reading.[89]

The Use of Pupil Interests in Teaching Literature. Essential to the development of taste is the need to have material of literary merit that appeals to the interests of the pupils. Burton opens a chapter on free reading with a quotation from Stevenson's "A Gossip on Romance" that expresses this necessity:

> In anything fit to be called by the name of reading, the process itself should be absorbing and voluptuous; we should gloat over a book, be rapt clean out of ourselves.[90]

To do this, the books have to appeal to the children; studies have attempted to determine what children's interests are.

Getzels attempted to define the nature of interests and arrived at a list of seven factors that determine a pupil's interests:

1. Constitutionally given
2. Favoured capacities
3. Personality structure
4. Sociocultural determinants
5. Role requirements

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[89]Huus, op. cit., pp. 58-62.

[90]William H. Burton, Reading in Child Development (New York: The Babbs-Merrill Company, Incorporated, 1956), p. 360.

6. Family influences. (These he felt to be the most important single factor.)
7. Accidental events or occurrences.[91]

He summarized these factors: "One cannot so much teach interests as offer appropriate models for identification."[92] In other words, the teacher taught partly by showing a sincere interest in literature and good books.

Consistent with this definition of interests, Burton established a criteria for the selection of books for a library for a modern school.[93] The books must contain "an extension of the reader's experience," "contribute to his purposes, interests and needs", and "contribute to his creative abilities".[94]

He contrasted these criteria for literary materials with the criteria of years gone by. The "Old Criteria" included the excellence of the writing and the endurance of a book, usually both by adult standards. Modern books might not meet the old criteria, but, as Burton pointed out, the new criteria are based on what children enjoy and read with enthusiasm.

Studies of what pupils read led to a further definition of children's interests and what they wanted to find in a book. Norvelle reported "Some

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[91]Conference on Reading held at University of Chicago, 1956, Developing Permanent Interest in Reading, Supplementary Educational Monographs, LXXXIV (December, 1956), (Chicago: University of Chicago Press, 1956), pp. 5-9.

[92]Ibid., p. 9.

[93]Burton, op. cit., pp. 363-364.

[94]Burton, op. cit.

Results of a Twelve-Year Study of Children's Reading Interests."[95] Fifty thousand New York pupils were involved. Although this study was mainly concerned with junior and senior high school pupils, it contained references to pupils of the elementary school. The results suggested that the level of maturity, rather than sex, was the main determinant of reading choices in the elementary school. As the pupils matured, however, sex became the dominant determinant.

According to the study, both sexes enjoyed adventure, humourous poetry, stories and poems of patriotism, stories of mystery, games, and animals. Boys tended to strenuous adventure, wild animal stories, and science fiction, while girls enjoyed romance and sentiment in stories of home and family life.

Poetry was accepted, if patriotic or narrative, not reflective or philosophic. Content in poetry was found to be more important than form. Further, two out of three poetic selections used in the classroom were better liked by the girls than boys.

Burton further defined the reading interest of Division II pupils. He considered the interests of the late primary children, early intermediate children and late intermediate children separately. He summarized his detailed analysis with the general statement: "They welcome in particular materials that seem purposeful and sensible from the standpoint of their own intellectual, social and emotional development...."[96]

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[95]George W. Norvelle, "Some Results of a Twelve-Year Study of Children's Reading Interests," English Journal XXXV (December, 1946), pp. 531-535.

[96]Burton, op. cit., pp. 262-263.

CHAPTER III

THE INFORMATION OBTAINED FROM THE STRUCTURED INTERVIEWS

This chapter summarizes the information gathered through interviews with fifty teachers of Division II of the Edmonton Public School System.

As stated in Chapter I, the purpose of these interviews was to determine the teachers' bases for the "literature appreciation" mark on the Division II report card.

To determine these bases the interview was structured to discover:

1. the teachers' purposes for teaching literature
2. the teachers' methods of teaching literature
3. the teachers' methods of evaluating pupil-progress in literature appreciation.

I. PURPOSES FOR TEACHING LITERATURE

All of the teachers interviewed stated (1) that literature should be taught in all the grades of Division II, and (2) that they were teaching literature to their respective classes. Thus all the teachers interviewed contributed to this summary of the purposes of teaching for literature appreciation.

During an interview a teacher was asked the following questions designed to help the teacher include all his possible purposes for teaching literature:

1. What are your objectives for teaching literature?

2. What changes in the student do you hope will result from your teaching for literature appreciation?

3. How would you define literature appreciation for this grade?

The stated or implied responses to these questions were divided into the four categories listed in Table I following.

TABLE I.

AN ANALYSIS OF THE PURPOSES TEACHERS GAVE FOR TEACHING LITERATURE

Category	Number of Teachers Giving Responses in this Category	Percentage of Teachers Interviewed
1. Purposes related to personal and social development.	47	94
2. Purposes related to the enjoyment of literature.	43	86
3. Purposes related to the improvement of reading skills.	21	42
4. Purposes related to the development of a taste for good literature.	18	36
Total	129+	

+Some teachers gave more than one purpose.

Purposes Related to Personal and Social Development.

This category received more responses than any other in Table I. Wellek and Warren in their Theory of Literature provide a possible explanation for this purpose being mentioned more often than enjoyment of

literature. They suggest that most attempts to describe the values or purposes of literature have been in answer to challenges from utilitarians and so the replies have stressed utilitarian purposes.[1] These teachers are, no doubt, influenced by the itilitarianism of our age and gave first place to a purpose of a utilitarian nature.

This purpose is frequently mentioned in the related literature. The introduction of the "experience curriculum"[2] gave the utilitarian function of literature an important position in the school program, providing the pupils with vicarious experiences where the real experiences were difficult or impossible to arrange.

It seems a natural step from literature providing pupils with vicarious experiences to the organization of these vicarious experiences through literature in such a way that they contribute to healthy adjustment of children to life in our society.[3]

Table II indicates the ways these teachers believed literature could affect the pupils.

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[1] Cf. ante p. 12.

[2] Cf. ante p. 16, N.C.T.E., An Experience Curriculum in English, 1935.

[3] Cf. ante pp. 17-20

TABLE II

ANALYSIS OF PURPOSES RELATED TO PERSONAL AND SOCIAL DEVELOPMENT

Category	Number of Teachers Giving This Response	Percentage of Teachers Giving This Response
1. To promote vicarious experiences.	18	36
2. To inculcate moral values	18	36
3. To gain an understanding of people and places.	16	32
4. To gain an understanding of life.	9	18
5. To enrich the personality.	4	8
6. To learn to use books as a "solace" or "comfort".	3	6
7. To develop a sense of humour.	2	4
8. To provide guidance for the "emotionally disturbed" child.	2	4
Total responses	72+	

+Some teachers listed more than one purpose related to personal and social development.

Vicarious Experiences. Teachers including "vicarious experiences" as a purpose for teaching literature frequently mentioned the enriching effect these experiences had upon the pupils. Stories were most often mentioned as being the source of these experiences. Five teachers added poetry, and one teacher added large, colourful illustrations in books about foreign lands as a source of these experiences for grade four pupils.

Moral Values. Table II shows that 36 per cent of these teachers believed the inculcation of moral values to be a primary purpose for teaching literature. Defining moral values for pupils of Division II, teachers mentioned honesty, truthfulness, good sportsmanship, and the ability to differentiate between right and wrong. One teacher stated that through "well-written books containing socially-acceptable ideas" pupils could be taught the basis of correct behavior. Another teacher expressed a desire to develop a unit of work around stories on correct child and adult behavior.

Understanding People and Places. 32 per cent of the teachers suggested that an understanding of people and places was a primary outcome of the literature program. The people and places to be understood were usually those distant in time and space from Edmonton. Only three teachers reported helping their pupils apply what they learned about people of other places and times to present school and community relationships.

Understanding Life. Discussing the purposes of the literature program, the phrase "an understanding of life" was used by seven teachers. These teachers, at the same time, mentioned such ideas as the pupils developing a "philosophy toward life that made its complexities tolerable", understanding common problems to do with growing up and "an ability to see beyond the setbacks of the moment."

Enriched Personality. By "enriched personality" one teacher explained that she meant the pupil gained poise through meeting social

experiences in stories; having met them there he was better able to cope with them in life situations. This could be considered a particular type of vicarious experience, but because the term "enriched personality" was used by the four teachers it was given a separate category.

Books as a Solace or Comfort. The three teachers that mentioned this purpose were referring to books as a help in a "time of trouble". One teacher reported finding comfort from selections he had had to memorize in school, selections he had not understood at the time of memorization but whose meaning had come with age.

The responses containing this concern for the future problems of the pupils implied a neglect of present enjoyment of literature by the pupils and of satisfaction of present needs.[4]

Sense of Humour. The development of a sense of humour in the pupils was a primary purpose of two teachers for teaching literature. One of these teachers believed this sense to be of prime importance in keeping "life in perspective".

Guidance for the "Emotionally Disturbed". Two teachers were attempting to use books to help pupils who seemed to have difficulty mixing with other pupils their own age, accepting defeat in class competition, accepting reprimands from the teacher, assuming minor responsibilities. Both teachers were reluctant to claim any success, although one teacher believed she may have helped one grade five pupil overcome her shyness. This teacher had, while helping pupils find books they would enjoy, directed this pupil to

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[4]Cf. ante p. 19, N.C.T.E., Curriculum Study.

stories about children who were shy. Children's Digest and Calling All Girls had yielded several such stories, the teacher reported. This teacher hastened to add that maturity and other factors could have had much to do with the pupil's "blossoming out". These teachers wished it reported that they would not attempt to assist pupils with serious difficulties although they felt that eventually teachers with proper training and experience would through guided reading provide great assistance to maladjusted children.

From this brief summary of the various categories into which the purposes related to personal and social development were divided, it is evident teachers believe it is important that literature provide pupils with vicarious experiences. From the vicarious experience the pupils learned something about attitude or behaviour that would affect their future responses to situations.[5]

Purposes Related to the Enjoyment of Literature.

Table I shows that 86 per cent of the teachers stated purposes related to the enjoyment of literature.

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[5] Cf. ante p. 12 for I. A. Richards' use for literature.

TABLE III

ANALYSIS OF THE PURPOSES RELATED TO THE ENJOYMENT OF LITERATURE

Category	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. The enjoyment of books	23	46
2. The appreciation of poetry	11	22
3. The enjoyment of the beauties of the language	6	12
4. The appreciation of stories	3	6
Total	43	86

The Enjoyment of Books. Table III shows that 46 per cent of the teachers interviewed were teaching literature to the end that pupils would learn to enjoy reading books. Twenty of the twenty-three responses in category one contained the expression, "enjoyment of good books." Further discussion disclosed a wide range of definitions of "good books".

Fifteen of the twenty teachers that used the expression "good books" had as the criterion of "goodness" their source being the school or public library. They appeared confident that teachers and librarians would select for pupil reading only those books that were good for the pupils. All of these teachers were concerned that a broad selection of good books was available to meet interests of each pupil.

One teacher offered as his criterion for a good children's book the following: He believed that the idea of goodness when applied to

children's books must be broadened from the "usual" implication of literary merit and proper moral tone. He stated that a particular book is good for a particular pupil if it appeals to him, can be read with facility by him, if the content is within and adds to his real or vicarious experience, and if it completely absorbs him.[6]

Such a criterion necessitates a large library being available to the pupils to meet the maturation, reading level, socio-economic level, and immediate interests.

Three teachers stated or implied that the fact that pupils enjoyed reading a book was an indication of its goodness. Regardless of adult judgment of a book, if the pupils did not enjoy reading it, the book was not good.

Two teachers took a position almost opposite to that of the preceding teachers. They felt literature teaching should lead pupils to reading and enjoying the classics, even if the act of reading required some effort. For pupils of Division II they suggested authors such as Scott, Dickens, Dafoe, and Stevenson. One of these teachers stated that only a portion of the class could be expected to read these books.

Three teachers specifically mentioned The Hardy Boys and Carolyn Keene[7] series of books as being unsatisfactory for pupil reading. Their major objection was the large numbers of these books and that pupils read only books of these series for months at a time.

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[6] Cf. ante Burton, pp. 35, 36. This is the position Burton takes on the assessment of books.

[7] The Edmonton Public Library does not stock books of these series.

Three teachers did not use the term "good" when stating that a purpose for teaching literature was the enjoyment of books. These teachers wanted their pupils to enjoy whatever they read, be it "Classic Comics or Scott." They believed that the pupils would eventually reach their own level.

The various definitions of "good books" represent several approaches to the teaching of literature. Some teachers, and it is notable that it is the largest group, include as "good books" those found in the school and public libraries. These teachers accept recently written books along with the classics. This group might be referred to as the centre group.

At one extreme are the teachers who include only the classics as "good books". This small group of teachers admit that while the goal of all pupils reading the classics is unachievable, they believe it is the goal to be maintained. Burton notes that the style and diction of Scott, Dickens, and such writers does not appeal to students in our fast moving society of today.[8] Further, considering the useful aspect of "goodness", the classics do not provide the pupils with assistance in dealing with current situations.[9]

At the other extreme are the teachers who want their pupils to enjoy whatever they read. These teachers have the support of Gray who considered the sociological factors influencing pupil interests. He suggested that

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[8]William H. Burton, Reading in Child Development (New York: The Babbs-Merrill Company, 1956), pp. 363, 364.

[9]Cf. ante p. 12. I. A. Richards believes literature should deal with current problems to be useful to the reader.

teachers must accept pupil interests as they are when the pupils come to school.[10] The school must then try to improve those interests.

The Appreciation of Poetry. Eleven teachers, 22 per cent of those interviewed, spoke of developing an "appreciation of poetry" as a purpose of their literature teaching. When asked to explain the term "appreciation" in this context, the teachers spoke of the enjoyment of poetry as expressed in a desire to read or listen to poetry. When asked if there were children's anthologies available in the school libraries, these teachers complained of the paucity of such materials on the school library shelves.

All the teachers interviewed were asked for the titles of anthologies that would be appropriate to the reading levels and interests of Division II pupils. The responses are listed in the following table:

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[10] Cf. ante p. 38.

TABLE IV

ANTHOLOGIES TEACHERS REPORTED USING

Name	Number of Teachers Listing.	Owned by Teachers
1. Poetry for Boys and Girls	27	0
2. M. H. Arbuthnot, Anthology of Children's Literature	6	6
3. M. H. Arbuthnot, Time for Poetry	5	5
4. J. Bouton, Poems for the Children's Hour.	1	1
5. Edna Johnson, Anthology of Children's Literature.	1	1
6. L. Untermeyer, Rainbow in the Sky	1	1
7. Children's Classics	1	1
8. A Child's Book of Lyrics	1	1
Total	44	16

The Edmonton Public School Board provides the elementary schools with Poetry for Boys and Girls and Time for Poetry. The small number of teachers reporting these anthologies and the fact that there was a total of only forty-four anthologies reported indicates that few teachers are familiar with what are available in the school.

The Enjoyment of the Beauties of the Language. Table III indicates that six teachers stated a purpose for teaching literature that was related to the "beauties of the English language". All of these teachers were

concerned that the pupils enjoy the sound of a beautiful line or stanza of poetry. Also mentioned were "the beauty of sound and meaning often found in a line of prose," the "joy" children receive from the rhythm in a selection such as "The Three Jolly Farmers", the fun pupils can have with verses containing puns, and the satisfaction in finding a "beautiful description of an idea they had felt but had been unable to communicate to others."

The Appreciation of Stories. This purpose was included as a separate category because it was mentioned by only three teachers (see Table II) as contrasted by the "appreciation of poetry" which was mentioned eleven times.

The three teachers that stated appreciation of stories as a purpose for teaching literature each partially defined "appreciation" in this context as enjoyment. One of these teachers, when asked what he meant by appreciation of stories, commented that "appreciation" is the word you use instead of "understanding" when talking about literature.

The other two teachers added to their definition of appreciation of stories "the pupil feeling he is a part of a story", the pupil reading for "more than just excitement", and the pupil "wanting to tell others about the story".

Purposes Related to Improved Reading Skills.

In twenty-one responses teachers stated that the improvement of pupils' reading skills was an important reason for teaching literature.

Twenty of these responses indicated that comprehension was the reading skill that the literature lesson most improved. When asked to explain what they meant by "comprehension" these teachers listed reading between the lines, implications, connotations, allusions, inference, understanding poetry, understanding metaphors and similes and introduction to symbolism.

One teacher was very emphatic that comprehension and literature were exactly the same; efforts to distinguish between literature appreciation and comprehension at the level of Division II pupils was impossible.

Teaching pupils to comprehend what is read is by nature a part of the literature program. Reading between the lines, connotations, etc. are reading skills recognized as a part of a literature program.[11] The authorities on teaching literature, however, emphasize the teaching of comprehension to the end that the pupils react more completely to a selection.[12]

The teacher that equated literature appreciation and comprehension may have been neglecting the "effect upon the reader" of a literary selection for the "facts and externals"[13]

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[11] Cf. ante p. 29, 'The "Literature" Lesson'.

[12] Cf. ante p. 31, N.C.T.E., Commission on the English Curriculum.

[13] Ibid.

Purposes Related to the Development of a Taste for Good Literature.

TABLE V

ANALYSIS OF THE RESPONSES RELATED TO THE DEVELOPMENT OF LITERARY TASTE

Category.	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. To develop a fund of literary knowledge.		
a) Mythical characters	6	12
b) Great works	5	10
c) Great works the pupils would not likely read on their own.	4	8
2. To develop the ability to distinguish between literature and "pulp".	3	6
Total number of teachers listing purposes related to the development of taste.	18	36

To Develop a Fund of Literary Knowledge. These teachers were concerned that the pupils of Division II were prepared for the literature programs of the later grades and their own further reading. These teachers believed that the pupils required a background in the myths, fables, and legends to understand and enjoy works of literary merit.

Six teachers stated that the characters in the myths were of great interest to pupils in Division II. A teacher of grade six reported that she used stories from the authorized readers of grades four, five, and six to teach these characters. He found that the pupils were very familiar

with the stories but did not realize that they were myths.

The teachers who wished to introduce their classes to "great works" are divided into two groups in Table V. This division was made because four teachers specifically mentioned "those works pupils would not likely read on their own." The introduction of these works to the classes was done by reading all or parts of the stories to the class, reading children's editions of the stories, introducing the stories in class and encouraging pupils to read them, telling the stories to the class.

One teacher stated that he read only one or two great books to the class each year, but he believed that if this were done in each grade the accumulative effect on the pupils' concept of a "book worth reading" would be considerable.

When asked for specific titles these teachers of "good books" gave the following examples:

1. Treasure Island
2. Swiss Family Robinson
3. Robinson Crusoe
4. The Ancient Mariner
5. The Story of Troy
6. Alice in Wonderland
7. King Arthur
8. Odysseus (Children's edition)
9. Midas
10. The Golden Fleece
11. Ivanhoe
12. Kidnapped
13. Pilgrim's Progress
14. A Child's Shakespeare
15. The Count of Monte Cristo
16. Two Years Before the Mast
17. The Old Man and the Sea
18. The Song of Roland [14]

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[14] Cf. post pp. 75-78 to the tables of selections read to the classes by the teachers.

To Develop the Ability to Distinguish Between Literature and Pulp. The three teachers who wanted pupils to develop a taste for something better than "pulp" or "paperbacks" or "dime novels" used a negative approach to the problem of taste as compared to the teachers who wished the pupils to develop a taste for great books. These three teachers respectively "banned all paperbacks" from the classroom, allowed the pupils to read in class only books from the school library, and allowed the reading in classroom of only those books the teacher brought to the classroom from the public and school library.

There is a notable difference between the approach to the development of literature appreciation between the teachers interviewed in this study and the results of studies of this problem reported by Huus.[15] The teachers stressing the myths and great books were exposing the pupils to what was good. No doubt, the teacher's enthusiasm and judgment resulted in some development of taste in the pupils.

Huus, however, provides a set of criteria for lessons for this purpose that are based on the available studies and the successes of experienced teachers.[16]

Broening's study of the development of taste through teaching refutes the negative approach of the three teachers who wanted to turn the pupils from "pulp materials" by restricting their choice of reading materials. Broening showed that teaching by using methods that have proved effective

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[15] Cf. ante pp. 32-34.

[16] Cf. ante p. 34.

resulted in improved taste.

II. METHODS OF TEACHING FOR LITERATURE APPRECIATION

All of the teachers interviewed gave an affirmative answer to the question, "Do you teach literature?" Some teachers wished to qualify the term "literature"; their qualifications have been indicated in the previous section of this chapter on the purposes of teaching literature.

When a teacher had stated that he taught literature to his class he was asked, "How do you teach for literature appreciation?" and later, "Are there some other activities that contribute to the development of literature appreciation?" The responses were placed in the seven categories of Table VI.

TABLE VI

ANALYSIS OF METHODS OF TEACHING FOR LITERATURE APPRECIATION

Categories	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. Literature appreciation through the reading lesson	50	100
2. Literature appreciation through "free reading"	50	100
3. Literature appreciation through the oral reading of stories by the teacher.	40	80
4. Literature appreciation through memorizing poetry.	38	76
5. Literature appreciation through language lessons.	35	70
6. Literature appreciation through the correlation and integration of literature with other subjects.	25	50
7. Literature appreciation through "literature lessons"	12	24

Literature Appreciation Through Activities of the Reading Lessons.

Although Table VI shows that all the teachers agreed that activities of the reading lesson contributed to the development of literature appreciation, Table VII following shows that there was a variety of opinion as to which activities of the reading lesson contributed to this development.

TABLE VII

ANALYSIS OF ACTIVITIES OF THE READING LESSON SUGGESTED BY TEACHERS AS CONTRIBUTING TO LITERATURE APPRECIATION

Activity	Number of Teachers Giving This Response.	Percentage of Teachers Interviewed
1. The teaching of the background to a selection	28	56
2. The oral reading of a selection by the pupils.	27	54
3. The discussion by the class of a selection	25	50
4. The dramatization of a selection	18	36
5. The illustrating of selections	15	30
6. Choral speech	15	30
7. The making of booklets	4	8
8. The making of puppets	4	8
9. The teaching of poems from the authorized reader	3	6
Total responses	139	

The Teaching of the Background to a Selection. Fifty-six per cent of the teachers believed that this activity contributed to the development of literature appreciation. The teachers that used these lessons dealt with the location in time and space of a selection, also facts about the

authors of the selection.

One aspect of the background to a selection that all twenty-eight teachers taught was the setting of the story. The teaching of the geography and history of the setting were implied or stated in the descriptions of these lessons by these teachers. One teacher stated that he taught most carefully English and Greek settings because they were "common to many stories". Another teacher "discussed those settings that are unfamiliar to the pupils."

Fifteen of the twenty-eight teachers stated that the author of a selection should be studied before a selection was read, particularly "where it is an author they should know, such as Longfellow", or where "the author is a Canadian", or where "the author's life was important to the selection as in the case of Rudyard Kipling or John McRae."

As part of the reading program these lessons were taught to increase comprehension and to motivate the reading of a selection. As part of a literature program one teacher stated, "Familiarity with the author and setting aided the pupils to a richer vicarious experience."

The Oral Reading of a Selection by the Pupils. Table VII shows that next to the teaching of the background to a selection, this was the most frequently mentioned aspect of the reading lesson that contributes to literature appreciation. These teachers stated that the oral reading of a selection "encouraged the pupils to demonstrate and compare interpretations of a selection", "brought out the beauty in the language", and for a poem, "let the rhythm and rhyme work its spell on the children."

The Discussion by the Class of a Selection. The twenty-five teachers whose responses were placed in this category in Table VII were referring to the discussion by the class of a selection recently read. The teacher stimulated the discussion "to encourage the pupils to think about what they had read."

During these discussions seven teachers reported that pupils discussed how an author "gave clues to his point of view"; how the author "piled up effects"; how stories and poems about the same subject compared; how to infer character from actions; and how a character from a story would act in a situation beyond the story.

The remaining eighteen teachers reported that the class discussions of a selection dealt with "meaning", or "insured comprehension", or followed the suggestions in the manual to the reader.

Interpretive Activities. Categories four to eight in Table VII require little explanation. The dramatization of selections, illustration of selections, choral speech, making of booklets and puppets are well known to teachers of the grades of Division II.

It is significant, however, that not more than thirty-six per cent of the teachers agreed that these activities contributed to literature appreciation, and that only eight per cent of the teachers agreed to the last two categories in this group, the making of booklets and puppets.

The teachers that mentioned these interpretive activities stated or implied common purposes for the activities; to increase the comprehension of a selection and to help the pupils enjoy reading. Purposes for dramatization of selections included as well an understanding of the play form

and the problems of writing and producing a play.

The Teaching of Poems from the Authorized Reader. This last category in Table VII contained responses from only three teachers or six per cent of those interviewed.

A possible reason for the lack of responses in this category is that the topic being discussed was the reading lesson. It might be thus concluded that the teachers did not teach the reading of poetry as a skill. Some teachers taught the poetry in what they described as "literature lessons". These are described in a separate section of this chapter beginning on page . It should not be assumed that poetry was neglected. Table VI shows that seventy-six per cent of the teachers had pupils memorize poetry. The discussion of the methods used for the memorizing of poetry beginning on page reports the methods used for teaching the poem prior to its memorization.

Literature Appreciation Through "Free Reading".

As shown in Table VI all the teachers interviewed stated that this activity contributed to the development of literature appreciation. Further, all of these teachers had their classes engage in this activity.

Provision for Free Reading. Eighty per cent of these teachers scheduled at least thirty minutes per week for free reading. Of these only ten per cent scheduled more than thirty minutes.[17] The other twenty per

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[17] Cf. ante p. 38 for Hildreth's recommendation of a minimum of one period per week.

cent of the teachers encouraged the activity but scheduled no special time for it. They believed that the pupils had ample opportunity between other classroom activities and at home.

Free reading is a recognized part of the school program and as such is under the supervision of the teacher. While teachers could dictate what is read by the pupils as part of this program, Table VIII shows that only one teacher completely restricted what the pupils read. The other teachers designed motivational activities that helped the pupils enjoy books, although some teachers endeavoured to motivate the enjoyment of particular books. However, all the teachers provided the pupils with some degree of choice of reading material.

The activities described in this section were used primarily to motivate pupil reading. Although some activities such as the recording of what pupils read, have a dual purpose, their primary purpose according to the teachers was motivational.

Motivation of Free Reading. The means of motivation most often mentioned was assistance in the selection of free reading books. Each of the fourteen schools represented by the teachers interviewed was reported as having libraries of some kind. Although these libraries varied in size their proximity to the classroom made it possible for teachers to frequently provide pupils with assistance in the selection of books.

TABLE VIII

DEGREE OF GUIDANCE TO PUPILS IN SELECTION OF FREE READERS

Category	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. Teacher selects all the books the pupils read.	1	2
2. Teacher assists pupils in selection of books particularly where the pupil appears to have trouble.	38	76
3. Teacher leaves the selection of books completely to the pupils.	11	22
Total Responses	50	100%

From Table VIII we see that only one teacher believed that she was selecting all the pupils' free reading. Her method was to bring into the classroom from the school and public libraries sets of books from which the pupils made their selections. There were always more books than pupils so the pupils had some choice.

Twenty-two per cent of the teachers stated they did not interfere with the pupils' selection of books for free reading. They meant that they did not provide direct assistance at the library shelf. However, they did report that they encouraged the use of the library and checked the propriety of books brought by pupils from home.

The seventy-six per cent of the teachers interviewed who stated that they did give direction to pupil free reading restricted their assist-

ance in the selection of particular books to those pupils who were having difficulty finding stories suitable to their interest and reading level.

Less direct methods of assisting in the selection of books and the motivation of free reading were introductions to new books, book displays, development of book lists, charts, and class visits to the public libraries.

Twelve teachers reported using the introduction of books new to the school library to encourage the pupils to read them. Book jackets were displayed, tempting bits read by the teacher, and draws held to determine who would have the privilege of first reading a new book.

The Edmonton Public Library provides a service of arranging class visits during which instruction in the use of the library is given. Seven teachers stated that they found this field trip a very successful technique for motivating free reading.

Four teachers reported that they provided the pupils with a list of books that were suitable to their interest and reading level and that could be found in the school library. The lists were not meant to be restrictive but suggestive only.

The use of classroom book displays were reported by seven teachers in schools having libraries. These teachers found that pupils would read books that were readily available in the classroom, especially if they were attractively arranged on a shelf or table. The books were selected by the teacher and kept in the classroom for several weeks while the pupils read them.

A teacher in a school located in a high socio-economic area of the city stated that motivation for free reading was not necessary at his

school. The presence of the school library and the home environment provided ample incentive.

Recording Free Reading. This activity of the free reading program had a dual purpose. It served to motivate while providing a record of what the pupils had read. The record was an incentive to reading while providing a means of evaluating the reading of individual pupils and the reading of the whole class.

Six of the twenty-eight teachers that recorded what the pupils read, did so on charts that allowed the pupils to see their own progress and compare it with the progress of other pupils. Two teachers arranged the charts to show the types of books each pupil read, such as mysteries, biographies, animal stories, stories about history, science fiction.[18] In one classroom the teacher's chart showed the number of pages each pupil had read, but did not indicate the number of books.

Another means of recording the reading of the pupils was the written book report. Sixteen teachers (thirty-two per cent of those interviewed) used this method. Some of these teachers expected one book report per month while the others asked for the occasional written report during the year.

Teacher descriptions of the book reports coincided with those outlined in the language texts used in Division II[19] and contained the information described in the forms mentioned below.

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[18]This was done by putting the names of books on slips, the colour of which designated the type of book. The slips were glued to a chart.

[19]T. Roy Hall and E. B. Broome, Language Journeys (Toronto: Macmillan Company of Canada, Limited, 1960).

In eight classrooms, forms upon which pupils recorded each book they read, were provided. These forms included spaces for the title, the author, the source of the book, an exciting part of the story, the setting of the story, and the names of other books by the same author. One of these teachers found this form effective in motivating written language.

The pupils in ten classrooms recorded the books they read in a notebook. One teacher varied this procedure by having the pupils list the names of the books on file cards they kept in their own file boxes.

Oral book reports were used by six teachers to simplify the process of reporting books and to remove a handicap to those pupils who found written composition difficult. Three of these teachers provided regular periods for these oral reports. They believed that these reports helped to motivate the reading of the listening pupils.

Sources of Free Reading Materials. The sources from which the pupils drew their books for free reading are shown in Table IX below. All of the teachers' responses are shown in the table.

The Bookmobile, a motorized library, was a service provided by the Public Library to serve particularly those areas at a distance from a branch of the Public Library. The Travelling Library, boxes containing a variety of recreational reading books, was a service of the Public School Board. These boxes were rotated among the schools requesting the service.

TABLE IX

SOURCES OF FREE READING MATERIALS

Sources	Number of Teachers Giving This Source.	Percentage of Teachers Giving this Response
1. The Public Library or Bookmobile	38	76
2. The school library	36	72
3. Book clubs (Arrow, T.A.B.)	14	28
4. Home libraries	10	20
5. Travelling Library	6	12
Total	100+	

+Some teachers listed more than one source.

Teachers believed that the popularity of the Public Library was increased by the librarians who each year visited the classrooms of the elementary grades. Their explanation of how pupils may use the library, their friendly manner and interesting presentation of some new books which they brought with them were very well received by the pupils.

The Arrow and T.A.B. (Teen-Age Books) clubs were spoken of enthusiastically by those teachers using them. These book clubs prepare paperback editions of current and classical favourites that have passed an editorial board of educators and librarians. The teachers believed the value of the clubs lay in the pupils owning the book.

Literature Appreciation Through the Oral Reading of Stories by the Teacher.

As shown in Table VI, eighty per cent of the teachers reported that they read stories, poetry, or both to their classes.[20] Fifty-six per cent of the teachers read to their classes daily for periods from ten to twenty minutes. The remaining twenty-four per cent reported engaging in this activity either once or twice weekly or incidentally. Almost one-half of the teachers that read to their classes did so to introduce a quieting activity following the afternoon assembly or recess. One teacher found the pupils particularly receptive to poetry during the Fall and Spring; during the winter she read stories or books to the class. She had concluded that the changes and colors of Spring and Fall somehow improved the pupils' receptivity to poetry.

The teachers were asked, "Who chooses the material that you read to the class?" and later, "From where do you usually secure the material that you read to the class?" The tables below summarize the responses to these questions by the forty teachers who reported using this activity.

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[20] Cf. ante pp. 27, 28.

TABLE X

SELECTION OF MATERIAL READ TO THE CLASS

Usually selected by:	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response
1. the teacher	20	40
2. the pupils	8	16
3. teacher and pupils together	12	24
Total	40	80

The teachers secured the books from their own private collections or from the Public Library. The pupils brought books from home.

TABLE XI

SOURCES OF THE MATERIAL READ TO THE CLASS

Usual Source:	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. the teacher	24	48
2. the pupils	8	16
3. the school library	8	16
Total	40	80

The teachers were then asked to name stories or poems that had proved most popular. Authors and anthologies as well as titles were given,

some being repeated by several teachers. The number following each title or author in Tables XII to XV indicate the number of times that title or author was mentioned.

TABLE XII

THE AUTHORS MENTIONED WHEN TEACHERS ASKED TO LIST THE MOST SUCCESSFUL STORIES OR POEMS READ TO THE CLASS

	Author	Number of Times Mentioned
1.	Robert Louis Stevenson	6
2.	Walter de la Mare	5
3.	Carl Sandberg	2
4.	T. S. Eliot	1
5.	W. H. Drummond	1
6.	Christina Rossetti	1
7.	Ernest Thompson Seton	1
8.	Rudyard Kipling	1
		18

TABLE XIII

THE POEMS MENTIONED WHEN TEACHERS ASKED TO LIST THE MOST SUCCESSFUL STORIES OR POEMS READ TO THE CLASS

	Poem	Number of Times Mentioned
1.	The Highwayman	5
2.	Bar Sir Brian Botany	3
3.	The Wreck of the Hesperus	2
4.	Little Bateese	2
5.	Horatius at the Bridge	2
6.	Stopping by Woods on a Snowy Evening	2
7.	The Ships of Yule	2
8.	One, Two, Three	2
9.	Cats (T. S. Eliot)	1
10.	The Brook	1
11.	The Little Bat	1
12.	Evangeline	1
13.	The Giant Fear	1
14.	Inchcape Rock	1
15.	Young Lockinvar	1
16.	The Cremation of Sam Magee	1
17.	The Child's Prayer	1
	Total	29

TABLE IV

THE TEXTS MENTIONED WHEN TEACHERS ASKED TO LIST THE MOST SUCCESSFUL STORIES OR POEMS READ TO THE CLASS

	Texts	Number of Times Mentioned
1.	The Arbuthnot Anthologies	1
2.	The Masefield Reader	1
3.	Treasury of Literature by Merrill	1
	Total	4

TABLE XV

THE BOOKS MENTIONED WHEN TEACHERS ASKED TO LIST THE MOST SUCCESSFUL STORIES OR POEMS READ TO THE CLASS

	Books	Number of Times Mentioned
1.	The Robin Hood Stories	5
2.	Ann of Green Gables	4
3.	A Christmas Carol	3
4.	Dr. Dolittle	2
5.	Alice in Wonderland	2
6.	The Yearling	2
7.	Heidi	2
8.	Prince Jan	2
9.	The Secret Garden	2
10.	Under the Deep Green Sea	1
11.	Tom Sawyer	1
12.	Huckleberry Finn	1
13.	King Arthur	1
14.	Charlotte's Web	1
15.	The Good Master	1
16.	Kon Tiki	1
17.	Rip Van Winkle	1
18.	At the Back of the North Wind	1
19.	Snow Treasure	1
20.	The Little Mermaid	1
21.	The Fourth Wiseman	1
22.	Sherlock Holmes	1
23.	The Black Tulip	1
24.	The Susannah Stories	1
25.	The Old Man and the Sea	1
26.	Francis of Assissi	1
27.	The Little Swiss Woodcutter	1
28.	Pioneer Children	1
29.	Prairie School	1
30.	Mountain of Adventure	1
31.	The Biggest Bear on the Earth	1
32.	Jumbo, the Elephant	1
33.	Pitch Dark and No Moon	1
34.	Hardy Boy Mysteries	1
35.	Juddy	1
36.	House of Sixty Fathers	1
37.	Dirk's Dog Bellam	1
38.	The Black Fox of Lorne	1
39.	Otto of the Silver Hand	1

Books	Number of Times Mentioned
40. Bambi	1
41. Penrod	1
42. Journeys to Faraway Lands	1
43. Mystery Stories	1
44. Treasure Island	1
45. Robinson Crusoe	1
46. Count of Monte Cristo	1
47. Swiss Family Robinson	1
48. The Story of Troy	1
49. A Child's Shakespeare	1
50. Odysseus (Children's edition)	1
Total	65

Sixty-eight per cent of the teachers that read to their classes were able to list three or more selections or authors, usually without difficulty. Twenty-two per cent could list two, and ten per cent could provide only one.

The teachers were asked to list the stories or poems that the pupils had most enjoyed. The use of the terms "stories and poems" may be responsible for the very short list of three anthologies. The mention of an author was usually made when the teacher could not recall the name of the selection.

Literature Appreciation Through Memorizing Poetry.

Of the thirty-eight teachers who had their classes memorize poetry, only eight teachers introduced this activity as one that contributed to

literature appreciation. These eight teachers thought that poetry memorized could be a "solace", "would increase in meaning over the years", "helped one past the workings of fate", "could lend intellectual richness to life", could be "fun".

The remaining thirty teachers, when asked if they thought the memorizing of poetry helped develop literature appreciation answered in the affirmative. In many cases these teachers hesitated in answering. Some admitted having given the question little thought.

The eighteen teachers who did not have their classes memorize poetry gave as their reason a fear of spoiling poetry for children. One teacher stated bluntly that when he attended school he had to memorize a great deal of poetry and he believed that as a consequence he had lost a lot of enjoyment he might have had from poetry.

The amount of poetry teachers asked their classes to memorize, the source of the poetry to be memorized, the choice of the poetry to be memorized, where the poetry was memorized, and how it was memorized is summarized in the following tables.

TABLE XVI

NUMBER OF LINES TEACHERS REQUIRED MEMORIZED EACH YEAR

	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. 21 to 49 lines per year	4	8
2. 50 to 100 lines per year	12	24
3. 101 to 250 lines per year	6	12
Number of teachers stipulating the number of lines per year	22	44
4. Incidental memorization of poetry that varies each year	10	20
5. The amount varies with each pupil	6	12
Total	38	76

TABLE XVII

THE SOURCE OF THE POETRY TO BE MEMORIZED

Source	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. The reading text	33	66
2. Magazines - Instructor, The Grade Teacher, Children's Digest.	12	24
3. Anthologies in the school or brought by the pupils	7	14
4. Others - Junior High School texts, old readers, Bible	13	26
Total	65+	

+Some teachers gave more than one response.

TABLE XVIII

CHOICE OF POETRY TO BE MEMORIZED

Poetry to be Memorized was Selected by:	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response
1. the teacher	10	20
2. the pupils	9	18
3. the teacher and pupils	19	38
Total	38	76

Table XVI indicates that only forty-four per cent of the teachers stipulated a minimum number of lines to be memorized by the pupils each year. Thirty-two per cent of the teachers had a sliding scale that was determined by the "way a class responded to poetry", and "ability of the pupil", the "reading group a pupil was placed in", or the amount of time the teacher "found free for poetry".

Table XVII shows that a wide variety of sources were used to provide the poetry that the pupils memorized. A list of anthologies that teachers reported having in the school is given on page 55.

In contrast with the curricula of the early days in Alberta, there now is considerable opportunity for the pupils to participate in the selection of the poetry they memorize. Table XVIII shows that twenty-eight of the teachers allowed the pupil a part in this activity. Some of these teachers described limits that they set upon the selection of poetry by

the children as: selections from "the poems presented in class"; "the pieces in either of the readers in use in the classroom"; or from books "approved" by the teacher.

One teacher who selected the memory work for his pupils did so because he had, "from experience", found that they selected "trivial and insignificant" works that would not "stand them in good stead" over the years. Another teacher thought that the pupils would make "no choices if left to their own".

The memorization of poetry has not appeared in a directive from the Department of Education since 1922.[21] Hall, writing in 1956, however, suggests the memorization of poetry the pupils enjoy. The implication is that the selection of what pupils memorized was not prescriptive but voluntary.[22]

TABLE XIX

WHERE THE POETRY WAS MEMORIZED

Place	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. at school only	6	12
2. at home only	10	20
3. at school and at home	22	44
Total number of teachers assigning memory work	38	78

[21] Cf. ante p. 25.

[22] Cf. ante p. 29.

Table XIX clearly indicates that most of the teachers interviewed (sixty-four per cent) believed that at least part of the memorizing activity should be done at home. Two teachers who had the pupils do all the memorizing at school did so because they believed its assignment as homework could lead to a dislike for poetry.

The teachers were asked if they had a particular method of teaching a poem to be memorized. Their responses are summarized below. The number of teachers describing a particular method is indicated by the number in brackets.

1. (24) After presentation, which included some teaching and discussion, the poem was assigned or suggested for memory work. One teacher reported that if he thought the poem he was teaching could be enjoyed by the pupils when they were older he asked for at least one stanza from the poem to be memorized. Teachers using this technique usually provided some time at school to begin the memory work, leaving the remainder to be completed at home.

2. (4) Following presentation and discussion, competition was used to motivate group and individual attempts to recite increasing portions of the poem.

3. (3) A poem to be memorized was written on the board. The pupils in unison, in groups, and individually attempted to recite it as it was progressively erased.

4. (4) These teachers presented the poem and then assigned a part or all of it to be memorized at home. A deadline of from one to three weeks was set for the recitation of the poem. One teacher indicated that

unsuccessful recitation by the deadline resulted in detention after school until there was a successful recitation.

5. (6) These teachers were vague as to any specific practice in the memorizing of poetry. Four of these teachers allowed the pupils to recite anything that they had memorized. Another teacher said that she had the pupils sometimes work in pairs.

Recitation has traditionally accompanied memory work. Two methods of recitation were reported by the teachers interviewed: written recitation, that is the pupils writing from memory some part or all of the poetry memorized, and oral recitation.

TABLE XX

RECITATION OF POETRY MEMORIZED

	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. Written recitation		
a) the whole poem	3	6
b) part of the poem	9	18
2. Oral recitation		
a) to the teacher only	12	24
b) to the teacher and class	19	38

Five teachers reported using more than one procedure for recitation while others spoke of a "routine-like" procedure. Of the latter type, one teacher reported using the first part of the weekly free reading period for the recitation of poems. A teacher with a less regular schedule told

of the class "having fun" with a poem as they learned it in class. They came back to the poem from time to time with individual pupils attempting recitation.

Two teachers, because they gave the pupils freedom to choose their own memory work, had provisions for listing the selections memorized by each pupil. One teacher had a chart on which the name of the poem was recorded, the other teacher used a notebook, providing a page for each pupil's list.

Literature Appreciation Through the Language Lesson.

The investigator attempted to determine whether or not there was integration and/or correlation of literature with other subjects, and if there were, with which subjects? The English program has traditionally included language and literature, so language was selected to lead the interview into the subject of integration. Early in the interview the teacher was asked to list the activities that contributed to the development of literature appreciation. If activities of other subjects such as language or enterprise were not mentioned then the interviewer asked specifically if there were aspects of the language program that contributed to the development of literature appreciation.

As shown in Table VI, thirty-five teachers (seventy per cent of those interviewed) believed that some activities of the language program did contribute to literature appreciation. Below is a brief summary of the specific activities mentioned by these teachers.

Twenty-two teachers reported that the composition of poems

contributed to the development of literature appreciation. Eight of these teachers expressed the view that only after experiencing the difficulties of attempting to write a verse could pupils appreciate a great poem.

Jingles, tongue-twisters, limericks, couplets and ballads were the forms in which the teachers had the pupils attempt to write. The "verse form", "rhythm", and "rhyme" were terms the pupils were taught. To motivate these lessons the teachers used examples of children's writing from The Instructor, and the production of class or school collections or "newspapers".

Seventeen teachers included the writing of stories as an activity contributing to literature appreciation. These teachers believed that like the composition of poetry, the composition of stories helped the pupils appreciate a well written story. Further, these teachers believed that an understanding of terms such as plot, dialogue, suspense, and climax could be taught as part of the composition lessons.

Five teachers mentioned neither story nor poetry writing, but spoke of teaching the pupils to look for "colourful words", the "best word", "patterns in description" as the content of language lessons that contribute to the development of literature appreciation.

Three teachers listed play writing. One of these teachers described a series of lessons in which the grade four class read the story of "The Elf and the Doormouse", rewrote the story as a play, and performed the play for another class.

Literature Appreciation Through the Correlation and Integration of Literature with Other Subjects.

The discussion of the integrations or correlations of literature with language led the interviewer to ask of integrations or correlations with subjects other than language. Twenty-five teachers (fifty per cent of those interviewed) described such correlations or integrations. A brief summary of these descriptions follow:

1. Enterprise. Sixteen teachers reported that they used stories and poems to motivate and build understandings in the enterprise. The Greek myths, "Madame Curie", "The Cremation of Sam McGee", "Prairie Days", "Desert Boy", "Christmas in Edmonton" and "Christopher Columbus" were selections mentioned as being used for this purpose.

Seven teachers listed the correlation of an enterprise with a unit in the authorized reader. The grade five reader Over Land and Sea and the enterprise on the movement of settlers into Western Canada was a correlation mentioned by three teachers.

The use of plays to culminate an enterprise was reported by four teachers.

2. Art. Twelve teachers used literary selections to motivate art. The pupils illustrated the selection or were moved to a composition by the selection.

3. Science. One teacher described a science club for grade six pupils, one activity of which was the reading and discussing of science fiction.

4. Music. Another teacher taught music and literature selections together. He mentioned the "Moonlight Sonata", "A Midsummer Night's Dream",

and "Kookaburra" as examples of titles that lent themselves to such teaching. He believed that an appreciation of the selection in one form reinforced the appreciation of the other form.

5. Spelling. One teacher believed that the careful use of words in the sentences used to illustrate words in a spelling test indirectly contributed to literature appreciation.

6. Special Days. This is not a subject, but four teachers did introduce the use of special days to motivate activities related to literature. Collections of poems to do with Christmas and winter, memorization of poetry dealing with Remembrance Day, a study of the life of Robert Burns to commemorate Burns Day were some of the activities mentioned by these teachers.

Literature Appreciation Through Literature Lessons.

Table VI shows that twelve teachers (twenty-four per cent of those interviewed) taught lessons that they specifically described as "Literature lessons."

Although the activities these teachers described as comprising their literature lessons were similar to those described as a part of the reading program, these teachers displayed a pronounced enthusiasm for and an awareness of literature. They used more literary terminology as indicated in the summary of activities below. Further, their interviews were often extended because they wanted to talk about teaching literature.

1. Discussion of the stories from the reading text.

2. Consideration of these aspects of a poem:

a) rhyme and rhythm

b) mood and "moral atmosphere"

c) theme

d) "picturesque phrases", similes and metaphors

3. Discussion of the short story noting at an "elementary level" plot, setting, climax, characterization.

4. "Analysis of a story for great sentences".

5. Discussion of a poem to show pupils "how to react to a poem".

6. Memorization of a poem "after a careful presentation".

One teacher stated that the literature period was an opportunity for him to give ideas to the class rather than trying to draw the ideas from the pupils as during a lesson on reading. He told the pupils about the story and the author and how to read the story.

These teachers drew the selections they taught from the authorized readers, anthologies, magazines, old readers, and their own libraries. The sources most often mentioned by these teachers were the old Alexandria and Highroads to Reading series. They all expressed regret that the current authorized reading texts contained so few selections "of any real merit". One teacher stated that the editors of the readers had underestimated the ability of the pupils of grade six. "They are ready for something more than 'The Spider and the Fly'". Another teacher wanted more poetry included in the text so that there could be a choice of selections for study.[23]

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[23] One of the authorized readers does make this provision placing all the poetry together in the last section.

Materials Used to Develop Literature Appreciation

Books and magazines were the only media used by all the teachers but one, who used records to a limited extent to correlate literature and music as described earlier in this chapter. Recordings of literary readings, movies, strip films, pictures were not mentioned by the teachers interviewed.

This section, therefore, reports the books that were available to the teachers and pupils, particularly those books that the teachers found most useful in teaching for literature appreciation.

The authorized reading texts were, of course, available in every classroom. As mentioned above, twelve teachers were critical of the literary value of the selections in these readers.[24]

The Edmonton Public School Board has made yearly grants on a per capita basis to the schools for the purchase of books for school libraries. As space is available, each school is creating a library for the centralization of the books. Of the fourteen schools visited during this study, eleven had developed a central library. To this library the pupils and teachers could go for books. The teachers could take as many as thirty books back to the classroom for use by their pupils. The three schools not having central libraries had classroom libraries. One of these schools had left the fiction in the classrooms and centralized the enterprise and science reference books.

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[24] Cf. ante to similar criticisms by Tooze and Root, p.39.

One teacher reported having available sets of reading texts that were not authorized. He used selections from the text a grade above the pupils' grade to enrich his literature program.

The teachers were asked if there were any anthologies available. The response to this question correspond to those referred to on page 55, the number following a title is the number of teachers mentioning the book; the letter (T) indicates that the anthology belonged to the teacher.

The anthologies, Poetry for Boys and Girls, Books I and II, were placed in all the elementary schools by the Edmonton Public School Board; this policy explains the frequency of their inclusion in this list. The question of which anthology was most useful received few meaningful replies, as few teachers had more than one anthology available to them. The teachers using the anthologies edited by Arbuthnot and Untermeyer expressed enthusiasm for these books. There had been little opportunity for comparison, however, as few of these teachers had more than one such book available.[25]

The teachers were asked if the anthologies available were read by the pupils. The following table summarizes the responses.

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[25] Cf. ante Table IV.

TABLE XXI

TEACHER ESTIMATE OF PUPIL USE OF THE ANTHOLOGIES

Amount of Use by Pupils	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. not at all	14	28
2. a little	18	36
3. a lot	8	16
4. not known	10	20
5. by boys more than girls	0	0
6. by girls more than boys	21	42
7. by boys and girls equally	5	10

The first three items of Table XXI were answered hesitatingly by the teachers. Teachers reporting no use of the anthologies by the pupils, in some cases, stated that the pupils did not have access to the anthologies in the classroom. The Public Library and many school libraries contain anthologies to which the pupils have access, but these were not mentioned because teachers did not know whether the pupils were using them.

III. EVALUATION OF PUPIL PROGRESS IN LITERATURE APPRECIATION

This section is a summary of the practices of the teachers in the evaluation of literature appreciation.

Although there is a space on the Division II pupil report card

issued four times a year for this mark, there is no space for this mark on the record sheets summarizing pupil achievement for the whole year and called "Promotion Sheets". This inconsistency has caused confusion about marking the pupil report cards. Some teachers give their pupils a mark for literature appreciation and some do not. Some teachers give their pupils a mark for literature appreciation on certain issuances of the report cards. Tables XXII and XXIII following summarize the practices of the teachers interviewed.

TABLE XXII

THE NUMBER OF TEACHERS PLACING MARKS FOR LITERATURE APPRECIATION ON THE REPORT CARD

	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. Teachers who do give a grade on the report card for literature appreciation.	32	64
2. Teachers who do not give a grade on the report card for literature appreciation.	18	36
	50	100

About two-thirds (sixty-four per cent) of the teachers gave the pupils a grading for literature appreciation. Of the teachers not grading literature appreciation, only three said that there was pressure from the principal to omit this mark. One teacher reported that the principal had

asked her how she arrived at the mark: he had made no comment on her explanation, but she felt that he was opposed to the mark and so had discontinued its use. The other two teachers reporting outside pressures said that it had been a staff decision the year before to omit this mark. Both these teachers were on the same staff, so that in only two of the fourteen schools included in this study did the teacher receive direction with regard to this mark.

The other fifteen teachers (thirty per cent of those interviewed) who did not give a mark believed that literature appreciation was too subjective to evaluate, or that such a subjective mark could not be properly defended.

TABLE XXIII

FREQUENCY OF PLACING MARKS FOR LITERATURE APPRECIATION ON THE REPORT CARDS.

	Number of Teachers Giving This Response.	Percentage of Teachers Giving This Response.
1. Each time the report card was issued.	10	20
2. Every other issuance of the report card.	18	36
3. The last issuance of the report card only.	4	8
	32+	64

(The report card was issued four times each school year).

+These are the 32 teachers of Table XXII that reported giving a mark for literature appreciation.

The teachers' reasons for not grading pupil-progress in literature appreciation on each issuance of the report card were the difficulty of this evaluation, the need to observe the pupil for some time before making the evaluation, and the belief that there was little likelihood of a change in a pupil's appreciation of literature between the regular issuances of the report card.

Teacher Standards for Literature Appreciation. Those teachers that did give their pupils a mark for literature appreciation were asked to describe their criteria of pupil progress. These criteria were grouped as objective and subjective. The objective criteria were those that could be measured numerically such as facts about an author or the number of books read by a pupil. The subjective criteria were those a teacher observed such as participation and attitude. The following is a summary of the criteria described by the teachers. In brackets is the number of teachers describing the criterion.

The objective criteria:

1. (16) The number of books read by a pupil: Fourteen of these teachers did not report a particular scale against which to measure a pupil. Instead teachers mentioned factors that modified the objective nature of the mark: was a pupil reading "books that are challenging him", books of different types (mystery and adventure, biographies, historical novels, stories about children growing up), books of his grade level?

One teacher reported setting up a frequency distribution table to establish the scale. Thus a pupil reading more than eight in a particular

period might get an "A"; for six to eight books, a "B"; for three to five books, a "C"; for fewer than three books, a "D". The modifying factor in this scale was the quality of the pupil's book reports. A pupil reading more than eight books could, depending upon the quality of his book reports, receive an "H", an "A", or a "B".

The teacher with the greatest degree of objectivity recorded the number of pages rather than the number of books that a pupil read.

It should be noted here the suggestions of two authorities on the teaching of literature to Division II. Hall, discussing criteria of literature appreciation mentions pupil reaction to literature experiences and does not mention the number of books a pupil reads. Burton, however, believes that the checking of pupils' free reading activities is a good means of evaluation. He adds, however, to the number of books read subjective criteria based on the pupils' reaction to the reading of these books.[26]

2. (14) Knowledge of the selections read: The selections referred to in this item were those read by the pupil, the class, and the teacher orally to the class. "The character of the hero", the "problem in the story", and the "plot", were facts the pupils were expected to be able to reproduce.

3. (2) Knowledge of literary characters: Only two teachers used this as a criterion of pupil progress in literature appreciation; one teacher stressed the characters of the myths and the other teacher a broader group from the "classics". The teacher stressing the myths introduced and discussed stories based on the Greek, Roman, and Scandinavian legends and

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[26] Cf. ante pp. 41, 42.

myths. The pupils made notes and the teacher tested the pupils on their knowledge of these characters.

The other teacher stressed the characters in all the selections that she read to the class during the year. These were the "people of their stories" and they made booklets in which to record brief notes on what they discovered about each one of them. Paul Bunyan, King Bruce, Sir Galahad, Abou Ben Adhem, and Heidi were mentioned by the teacher.

4. (2) The number of lines of poetry memorized: Two teachers that mentioned this item indicated that this was just one criterion of progress in literature appreciation. Giving recognition for poetry memorized did encourage some pupils to work harder at it than they normally would. One of the teachers stated that pupils should memorize difficult poems for future understanding and enjoyment.

5. (2) Reading comprehension: One teacher stated that literature and reading comprehension were the same except for the evaluation of pupil progress. When evaluating a pupil's progress in reading comprehension there were standardized tests that determined the grading, whereas with literature appreciation the teacher could rate the pupil's progress according to reading ability, mental ability, and the "literary motivation in the home".

6. (1) Content of poetry booklets: It was the practice of one teacher to have the pupils assemble a booklet of poetry that they had particularly enjoyed. At the end of the year these booklets were graded, this grading contributing to the literature appreciation mark. The other factors contributing to the mark were subjective, though the teacher added that the

"pupil that enjoyed poetry did a much better job" of his book than those who did not.

The subjective criteria:

1. (12) Pupil reaction: Pupil reaction and participation were stated to be very similar in meaning as the "pupil's reaction is indicated by his participation". One teacher went so far as to say, "I'm glad when they call out a comment during the discussion of a story." She believed that this was because the pupils were so interested they could not wait to take their turns.

Reaction to the following were mentioned: (a) reaction to a story read orally by the teacher, (b) reaction to poetry introduced, read or taught by the teacher, (c) reaction to stories selected and read orally by the pupils (d) reaction to class discussions of stories and poems.

2. (10) Interest in literature: It is difficult to determine a difference between interest and reaction. Reaction is possibly the measure of interest. Ten teachers used the term "interest", however, so its inclusion in this summary. When "interest" was used, it was in connection with reading, stories, poems, memorizing poems, and class discussion of stories and poetry.

Tests

Those teachers that reported using written tests were asked to describe such a test. Six teachers asked the pupils to describe terms such as: simile, alliteration, mood, suspense, climax, rhythm, (marching, galloping, quiet), and rhyme. It is noteworthy that the above did not appear in the list of criteria in the preceding section.

Six of the teachers asked the pupils to recall facts about authors, stories, and poems taken in class. One of these teachers had a matching question on his chalk board at the time of the interview. It included the following which have been unscrambled:

Mark Twain	Samuel Clemmens
Tom Sawyer	Aunt Polly
"The Highwayman"	"Bess, the landlord's daughter"
R. L. Stevenson	Samoa
E. T. Seton	"Lobo"
"The Snowflake"	"And I vanish instantly"
Bob Cratchit	"the comforter"
Scrooge	the knocker

There were a total of twenty such items in the exercise.

Two teachers asked on the test that the pupils identify characters from the stories taken in class, particularly the stories read orally by the teacher. One of the teachers reported that he put the names of the characters on the board, read something about each of them while the pupils wrote the name of the character described on their papers.

The use of such tests to determine literature appreciation mark is not mentioned by any of the studies reported in Chapter II.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This study was designed to determine the meaning of the literature appreciation mark of the Division II report card of the Edmonton Public School System. Because this mark appeared on the report card it was assumed that the development of literature appreciation was a part of the school curriculum. Thus the bases selected for consideration were the purposes of teaching for literature appreciation, the methods of teaching for literature appreciation, and the methods of evaluating pupil-progress in literature appreciation.

The data were obtained during interviews with fifty teachers of Division II. It is from this information that the conclusions regarding the meaning of the literature appreciation mark were determined.

These data contain, as well, conclusions regarding the teaching of literature to Division II. These are listed in Part II of this chapter. Recommendations implied by the study are listed in Part III.

I. CONCLUSIONS REGARDING THE BASES AND MEANING OF THE LITERATURE APPRECIATION MARK

A. Purposes of Teaching Literature.

1. The teacher responses in this study indicated that there was agreement on two broad objectives for teaching literature: (1) personal and social development of the pupils, and (2) the enjoyment of literature (Table I). There was, however, within these broad objectives little

agreement as to which aspects of personal and social development the study of literature in Division II might contribute, and which literary forms these pupils might be taught to enjoy. For example, ninety-four per cent of the teachers listed "personal and social development of students" as one of their purposes for teaching literature. Table II, however, shows that none of the eight kinds of personal or social development included in the teachers' purposes was mentioned by more than thirty-six per cent of the teachers.

Similarly, a comparison of Tables I and III shows that while all teachers believed that pupil enjoyment was a sound objective for literature teaching, only forty-six per cent agreed on any one source of enjoyment or kind of enjoyment that pupils should obtain from their study of literature.

These two broad objectives on which the teachers agreed were similar to those proposed by the studies reported in Chapter II. Statements such as those by Burton and Hall that enjoyment should be a part of all the activities of the literature program, and the important contribution literature can make to the development of pupils are found or implied in all the studies.

Unlike the teachers, there was unanimity among the studies on the particular aspects of enjoyment and pupil development that might be achieved through literature. As an example, all of the studies in Chapter II state or imply that the enjoyment of books is a goal of the literature program. Table III, however, indicates that only forty-six per cent of the teachers mentioned this goal. Tables II and III contain

other examples of this divergence among teachers, and between teachers and authorities.

2. The teachers did not appear to believe that the development of taste should be a prime objective of the teaching of literature. Table I shows that only thirty-six per cent of the teachers listed this as one goal of their literature teaching, and Table V indicates that among this small group there was little agreement on the ways this goal was to be achieved. No category in Table V was mentioned by more than twelve per cent of the teachers.

The studies reported in Chapter II, particularly those by Smith and Huus, state or imply that the development of taste should be an objective of every literature lesson. To help the teacher achieve this objective these studies provide the sequence of activities in the development of taste and criteria by which the literary merit of selections can be determined. In the case of poetry, one such study suggests as the first step to taste the enjoyment of simple pieces containing strong rhythm and rhyme. Then the pupils can be led to the enjoyment of free verse and limericks, the narrative poetry and ballads, and finally lyric poetry.

The development or improvement of pupils' taste implies that the teacher is capable of judging the literary merit of a selection. Studies reported in Chapter II provide the teacher with criteria by which the quality of materials read by pupils can be assessed. These criteria include: Does the selection relate to and extend the pupil's experience? Does it have a clear-cut plot? Does it contain dialogue? Does it

contain descriptions that appeal to all the senses? Are the people in the story vividly characterized? Are characters reasonably consistent? Is the selection convincing?

B. Methods of Teaching Literature.

1. Free reading was the only activity that all teachers believed contributed to the development of literature appreciation. The teachers also agreed that about one half hour of class time per week should be devoted exclusively to this activity, and to the practice of assisting pupils in the selection of books. This uniformity of practice may have been a result of free reading, as a part of the reading program, receiving direction from the supervisors of the Edmonton Public School System.

2. Although all the teachers agreed that activities of the reading program contributed to the development of literature appreciation, there was little agreement as to which activity might be most productive of this result. Table VI shows that three activities, the teaching of the background to a selection, the oral reading of a selection by the class, and the class discussion of a selection were mentioned by fifty to fifty-six per cent of the teachers. Such studies as those by Hall and Burton agree that the preparation for reading, the oral reading by the teacher, and the discussion of selections by the pupil are primary methods of teaching for literature appreciation. To further encourage and assist participation in a selection these studies suggest activities such as vocabulary development drills, criticism and comparison of selections, and the examination of figurative language and symbolic representation.

3. The authorized readers did not in themselves provide sufficient material for a literature program. The very nature of free reading necessitated the pupils reading beyond the authorized reading texts. In addition, very few selections read by the teachers to the classes were taken from the reading texts (Tables XII to XV). Further, Table XVII, which shows the sources of poetry memorized by the pupils, indicates that more material came from magazines, old readers, and anthologies than from the presently authorized readers.

C. The Meaning of the Literature Appreciation Mark.

1. The mark for literature appreciation on the Division II report card appeared to have meaning for only the teacher issuing the mark. As evidence, the criteria listed on pages 89 to 92 show that the factor most common to the composition of this mark was the number of books a pupil read. However, this criterion was reported by only sixteen teachers, and the majority of these teachers modified the evaluation by a consideration of one or more additional factors such as the kinds of books read, the pupil's reaction to literature activities, or the pupil's knowledge of characters in the selections read to the class by the teacher.

Further, the conclusions above which note the teachers' lack of agreement on the purposes and methods for teaching literature indicate that the pupils of Division II have few literary experiences in common, other than free reading, by means of which pupil achievement might be compared.

As noted above, the studies reported in Chapter II provide the bases

for a literature program in Division II. In addition, Burton and others provide criteria of pupil-progress in literature appreciation. These studies suggest that, instead of counting the books read by each pupil, the teacher observe the pupil as he reads. From this observation the teacher can note whether: (a) he wants to read excerpts to other pupils, (b) he reads continuously and for extended periods, (c) he wants more books by a particular author, (d) he identifies himself with the selection, (e) he wants to discuss problems arising from the reading. These criteria, emphasized by writers on the teaching of literature, were not mentioned by the teachers in this study. It may be that these and other specific criteria could be applied by Division II teachers to provide a reasonably valid and uniform basis for the mark for literature appreciation on the report cards.

II. CONCLUSIONS REGARDING THE TEACHING OF LITERATURE TO DIVISION II

1. Since the course of studies does not mention literature, it is apparent that teachers are without guidance in teaching this subject. Their only assistance is provided by a few brief references to literature appreciation in the guide books to the authorized readers, or to books that they must find independently.

Guidance for the teachers is available. Authorities and studies reported in Chapter II provide the bases for a literature program. The National Council of the Teachers of English has for years proposed that literature is essential to the complete development of children. Studies

such as those by Arbuthnot and Brooks, list the particular attitudes and understandings that can be developed through the pupils' experiences with literature. These attitudes and understandings include: (a) relationships with age mates, (b) appropriate masculine and feminine roles, and (c) concepts of everyday living.

It may be argued that the pupils will have these experiences if books are made available to them and they are encouraged to read, and that there is no need for further teaching. However, studies by Loban and others show that pupils must be taught to react to literature in order to be influenced by literature. Effective teaching methods, too numerous to list here, are provided in textbooks on reading and literature, the journals, the reports from teacher-conferences.

Further, the preceding conclusions regarding the teaching of literature and the lack of guidance for the literature program indicated that the teachers who were interviewed were not generally aware of the purposes and methods outlined in Chapter II. For example, Table III shows that only twenty-two per cent of the teachers listed the appreciation of poetry as a purpose of their literature programs; whereas, every study in Chapter II states or implies the enjoyment of poetry as an outcome of any literature program. Table VI summarizes the activities of the reading lessons that teachers believed contributed to the development of literature appreciation. All of the activities that the teachers mentioned are accepted methods of teaching literature, so that it might be expected that more than one of these methods would be used by all the teachers.

It is evident, therefore, that the teachers of literature in

Division II require further guidance if all pupils are to receive the benefits that should result from the organized study of literature.

2. A number of interviews indicated that the teacher's enthusiasm had considerable influence on the literature program. The twenty-four per cent of the teachers who taught "literature lessons" (Table VI) were notable for their enthusiasm for this subject. In discussing the content of their lessons they included literary terms and activities[1] not mentioned by the other teachers.

Studies have shown that enthusiasm on the part of the teacher is essential to the enjoyment of literature and the development of literary taste.[2]

There has been some departmentalizing of Division II in physical education, music, and art. In order that more pupils might benefit from literature taught by teachers with enthusiasm and special training, the departmentalizing of literature should be considered.

III. RECOMMENDATIONS

1. An outline of a literature program for Division II is required. (The Reading Handbook (Interim Edition) containing a section on teaching literature to the elementary grades has been prepared by the Department of Education, but had not been distributed to the teachers at the time of this survey.)

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[1] Cf. ante, pp. 88, 89.

[2] Cf. ante, p. 33.

2. An in-service program on teaching literature to Division II is needed to acquaint teachers with objectives, procedures, and means of evaluating pupil-progress. It is noted above how the teachers were not aware of the results of studies in the teaching of this subject to Division II pupils.

3. If pupils are to be evaluated for literature appreciation, steps must be taken to establish a definition of this term on which teachers of Division II agree. This agreement might be achieved through the Council on the Teaching of English, the education committees of the locals of the teacher associations, or even groups of teachers meeting to discuss their problems on an informal basis.

The effectiveness of these meetings would be greatly increased if the participants were acquainted with the results of studies of the purposes of teaching literature to Division II, the most effective methods of achieving those purposes and the means of evaluating pupil progress toward those goals. There would be some assurance that the resulting definition of literature appreciation would be suitable to the grade level of the pupils and reasonable with regard to teaching the pupils and evaluating their progress.

4. A list of stories and poems enjoyed by boys and girls of Division II should be compiled to give guidance to the teachers and to encourage the use of materials not included in the authorized reading texts.

IV. RECOMMENDATIONS FOR FURTHER STUDY

1. Studies are required to establish an effective means of determining pupil-progress toward the objectives of the Division II literature program. For example, should it be correlated with other subjects or taught as a subject? There appears to be no experimental evidence to support any of the practices reported in this survey.

2. One teacher reported that the pupils showed a greater enjoyment for poetry during the Spring and Fall than during the Winter. A study might be conducted to determine whether this "seasonal" difference in receptivity to literature is true of other classrooms, and if it is, to what factors it can be attributed.

3. There appears to be a need for a study to determine the influence of environment on the free reading activities of pupils. One teacher noted that the pupils in his school located in an area with a high socio-economic level required very little motivation to do a great deal of free reading.

4. Studies might be designed to determine whether the memorizing of poetry contributes to the objectives of the literature program for Division II. Further, such studies might indicate the most effective means of teaching memory work.

In short, the Department of Education, the Alberta Teachers' Association, individuals interested in research, and classroom teachers all have contributions to make in meeting and solving some of the problems that this study has revealed.

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APPENDICES

APPENDIX A

INTERVIEW OUTLINE

Introduction for Interview

In the past few years little has been said of the teaching and grading of literature in the elementary grades. What are teachers doing in literature in Division II? What are teachers finding as the best method of approaching the problem or are they leaving it to the later grades?

The Faculty of Education would like this information to help guide new members of the profession. Other teachers of these grades would like to know if what they are doing is being done by others.

There is so much diversity of opinion regarding the teaching of literature in Division II that you need have no fear that there could be a judgment of teaching ability or practices made from the following discussion.

I (1) Do you think literature should be taught in any or all of grades four to six? Yes ____ No ____

(2) In the grade you teach? IV ____ V ____ VI ____

(3) In other grades? IV ____ V ____ VI ____

(4) Do you teach literature in your grade? Yes ____ No ____

IF "YES" GO TO II
IF "NO" GO TO III

II A. How do you teach for literature appreciation?

B. Are there some other activities or lessons that contribute to the development of literature appreciation?

1. LITERATURE LESSONS
   - Style - of poetry, stories, plays, other
   - Poems
   - Memory work
   - Stories
   - Essays
   - Plays
   - Authors

   How often do you teach such lessons? _____
   Would you describe such a lesson for me? _____
   Source of material -
   - Reader
   - Anthology
   - Magazine
   - Other

   Choice of material
   - Teacher
   - Pupil
   - Both

2. LITERATURE IN READING PROGRAM
   Motivation
   - Background to story
   - Background to author

   Selection itself (intrinsic value)
   Interpretive activities
   - Oral reading
   - Dramatization
   - Choral Speech
   - Memory work
   - Illustrations
   - Precis writing
   - Booklets
   - Others

3. LITERATURE IN LANGUAGE LESSONS
   Story writing
   - Study of style (How?)
   - Study of story structure (How?)
   - Writing poems (How?)
   - Writing descriptions
   - Writing plays

4. MEMORIZING POETRY
   How much per year? _____ lines, not specified
   Source
   - Reader
   - Anthologies
   - Magazines

Other
Choice
Teacher
Pupil
Both
Where learned
Home
School (How?)
Both
Recitation
Written - whole poem _____ part _____
Oral - to teacher _____ to class _____

5. READING TO CLASS Yes ____ No ____
When _____

How often _____

Stories - Bks. Rd. _____

Poems - Most Successful _____
Other
Source
Class or school library
Teacher's
Pupil's
Choice
Teacher
Pupil
Both

6. RECREATIONAL READING
Free Reading periods - Yes ____ No ____

How often _____
Source
Class library
School library
Pupil's library
Public library
Other
Choice
Teacher
Pupil - How do you determine fitness _____
Both
Other
Record Material Read Yes ____ No ____
Written book report

Oral book report
Chart
Record book
Card file
Other

To encourage free reading
Book displays - where? _____
Charts
Library visits
Book or reading clubs
Arrow Book Club
Read to class
Motivate new books
Duplicate poems
other

7. CORRELATIONS WITH OTHER SUBJECTS

Enterprise _____

_____

Science _____

_____

Special Days _____

_____

Other _____

_____

_____

8. CLASS LIBRARY
Number fiction books _____
Number reference books _____
Any Anthologies of Poetry (Mark teacher's with "T") _____

_____

_____

_____

Are they read by children?

No ____ Little ____ Lot ____ Hard to Say ____

By boys ____ By girls ____ By both ____

Which anthologies are most useful? _____

_____

_____

9. OTHER WAYS YOU TEACH FOR LITERATURE APPRECIATION

_____

_____

_____

C. What changes in your pupils do you hope will result from your teaching for literature appreciation?
What are your objectives?

Improved reading skills
- comprehension
- word attack
- speed
- improved word recognition

Improved ability to gather information
Enjoyment of good books - What do you consider good for pupils? _____

_____

Broader background
- Understand people
- Understand places
- Understand morality
- Understand self

Deepened interests
- Self
- People
- Countries
- Other _____

Richer vocabulary
Desire to read more

D. From which part of your literature program do you believe the children get the most pleasure (if any)? _____

_____

_____

III. (1) Why do you not feel literature should be taught at the grade level you are teaching?

_____(a) Reading skills not mature enough.
_____(b) Literature in reader adequate.
_____(c) Children not ready for it.
_____(d) Children not ready for it.
_____(e) Curriculum too heavy as is.
_____(f)

(2) Do you think literature has a place anywhere in Division II?

(3) At what grade level should literature enter the curriculum?
1 2 3 4 5 6 7 8 9 10 11 12 University

- Why? _____

(4) We may not really understand what we each mean by literature. Do you think you do anything to teach literature or its appreciation?

SEE II (3)

IV. (1) Do you give your pupils a mark for literature appreciation on the report card? Yes ____ No ____

(2) How often? Every _____ Every other ____ last _____

(3) Does your school have any policy, printed or implied, regarding the marking of that part of the report card?

(a) What is it? _____

_____

(b) Source - Staff
Principal
Part of Staff _____
Other _____

IF "YES" to (1) GO TO V -- IF "NO", GO TO VI

V. (1) Do you have some measure against which to rate your class in literature appreciation?

(a) Objective: _____ Literary characters
_____ Literary selections
_____ Number of books read
_____ Poetry memorized

(b) Subjective: _____ Participation
_____ Reaction
_____ Interest - How do you gauge this interest?

(2) What means do you use for measuring individual achievement in literature appreciation?

(a) Tests _____Recall of story facts
_____Recall of author background
_____Story analysis or structure
_____Ability to see structure

(b) Reading _____ No. of books read
_____ No. of book reports
_____ Quality or variety of books read

(3) Are you satisfied with this system? _____

_____

VI. Why don't you give a mark for literature appreciation?

_____ (a) Too difficult
_____ (b) No literature in text
_____ (c) No time
_____ (d) Don't teach literature
_____ (e) This mark doesn't contribute to promotion
_____ (f) Too hard to defend

VII How would you define literature appreciation for this grade?

_____

_____

VIII General Information:

_____ (1) How long have you taught this grade including this year?____
_____ (2) How long have you been teaching in Division II? _____
_____ (3) How long have you taught in other divisions? _____

Div. I _____ II _____ III _____ IV _____

(4) Have you taken any courses in literature appreciation?

(a) Which? _____

(b) Did you like it? Yes _____ No _____

(c) How valuable? _____

(5) Do you take any professional publications? Yes ___ No ___

If 'yes', which ones? _____

(6) Do you have any other ideas about literature and its appreciation?

_____

_____

Training: 1 year _____ 2 years _____ 3 years _____

B. Ed. _____ B.A. _____

M. Ed. - Thesis

M. A. - Thesis

Sex - Male _____ Female _____

Married - Yes _____ No _____

Physical features

(1) Book display
(2) Reading charts
(3) Poetry charts
(4) Blackboard
(5) Etc.

APPENDIX B

DISTRIBUTION OF TEACHERS INTERVIEWED WITH RESPECT TO THE GRADE BEING TAUGHT AT THE TIME OF THE INTERVIEW

Grade	Number of teachers	Percentage of the total number of teachers interviewed.
4	11	22
4 and 5 mixed	3	6
5	16	32
5 and 6 mixed	2	4
6	18	36
Total	50	100

APPENDIX C

DISTRIBUTION OF TEACHERS INTERVIEWED WITH RESPECT TO YEARS OF TEACHER TRAINING

Number of years of training	Number of teachers	Percentage of the total number of teachers interviewed
1 - 1.9 years	14	28
2 - 2.9 years	4	8
3 - 3.9 years	4	8
4 - 4.9 years	19	38
5 - 5.9 years	6	12
6 years or more	3	6
Total	50	100

APPENDIX D

DISTRIBUTION OF TEACHERS INTERVIEWED WITH RESPECT TO YEARS OF TEACHING EXPERIENCE

Number of years including the year of the interview	Number of teachers	Percentage of the total number of teachers interviewed
1 to 5 years	16	32
6 to 10 years	12	24
11 to 15 years	8	16
16 to 20 years	6	12
21 or more years	8	16
Total	50	100

APPENDIX E

DISTRIBUTION OF TEACHERS INTERVIEWED WITH RESPECT TO YEARS OF EXPERIENCE IN TEACHING DIVISION II

Number of years including the year of the interview	Number of teachers	Percentage of the total number of teachers interviewed
1 to 5 years	22	44
6 to 10 years	12	24
11 to 15 years	10	20
16 to 20 years	4	8
21 or more years	2	4
Total	50	100

APPENDIX F

DISTRIBUTION OF TEACHERS INTERVIEWED WITH RESPECT TO TRAINING IN TEACHING LITERATURE

	Number of teachers	Percentage of the total number of teachers interviewed
1. Have taken a university course in literature appreciation	28	56
2. Have taken a university course in children's literature	7	14
3. Have not taken courses named in 1 and 2 above	15	30
Total	50	100

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